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ABSTRACT

This guide demonstrates the many ways in which social studies departments can use microcomputers to teach U.S. history. Computers can be used to enhance the learning process by assisting students in recording and categorizing data, formulating conclusions, and establishing concepts. This guide is intended as a supplement to existing curriculum materials, presenting possible alternative methods for teaching individual topics. Lesson plans for 104 topics are presented and include the topics of U.S. history from early European contact to the present time, technological developments, foreign policy, government and politics, the Constitution, and map skills. Appendices included are: (1) "The Constitution of the United States of America"; (2) "Amendments to the Constitution"; (3) "Software Used in This Text"; (4) "Software Duplication Guidelines"; (5) "Copying Public Domain Diskettes--MS DOS"; (6) "Copying Public Domain Diskettes--Apple II"; (7) "Caring for Your Diskettes"; and (8) "For More Help...." A two-page questionnaire on use of and satisfaction with the guide is also included. (AS)

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Computers in the American History Classroom

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Foreword

The rapid establishment of the computer as a routine instrument of instruction and its successful integration within curricula inspires educators to continue to explore its potential and expand its applications.

The purpose of this guide is to offer teachers and supervisors a working knowledge of current approaches to the direct application of the computer to the classroom, from which we can count on them to constantly devise new ideas for its use. Since computer-centered instruction rests upon a dynamic, evolving technology, only flexible and contemporary methods and materials will lead to fulfillment of its possibilities for the benefit of our children. We encourage our colleagues to experiment freely from the base of this guide's lesson plans and suggestions, and to work in concert with us to assure the computer's continued use as an efficient classroom tool.

I invite you to write to me directly with any comments or suggestions.

Irwin Kaufman

Irwin Kaufman, Chief Information Officer
Division of Computer Information Services

The use of computers in classrooms to support and extend instruction is a topic which is being discussed in major educational forums across the country. Until a few years ago, computer use in schools was the exclusive domain of mathematics departments. Now, however, other content area departments have found ways to use computers to enhance the teaching of their subjects.

This guide demonstrates the many ways in which social studies departments can use microcomputers to assist teachers in teaching American history. Computers can be used to enhance the learning process by assisting students in recording and categorizing data, formulating conclusions, and establishing concepts. We are confident that this new technology will extend student learning in ways not possible before.

We hope that the suggestions and materials included in this guide will demonstrate and support the range of uses of the computer in American history classes.

Pearl M. Warner

Pearl M. Warner, Executive Director (Acting)
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Computers in the American History Classroom is a joint project of the Division of Computer Information Services, Irwin Kaufman, Chief Information Officer, and the Division of Curriculum and Instruction, Pearl Warner, Executive Director (acting).

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Notes on the Use of This Guide

This book is designed to serve as a resource guide for teachers of American History. It is intended that this guide be used as a supplement to curriculum materials already available from the New York State Education Department and the Division of Curriculum and Instruction of the New York City Board of Education.

Each of the topics in this guide represents an approach to the use of computers as an enhancement to regular instruction of American History. It is expected that teachers will "pick and choose" from among the various methods and approaches which are offered. In that sense, the book is a "sampler" of possible teaching techniques.

In no way is this book meant to represent a guide for an entire American History course, but rather a collection of possible alternative methods of teaching individual topics.

Present plans call for the development of similar enhancement guides for other subject areas. We welcome your suggestions for future direction.

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TOPIC 1: *Nationalistic Heritage - European Contributions*

Aim: How have England, France and Spain contributed to America's culture?

Performance Objectives: Students will be able to:

- identify significant events during the age of American (New World) exploration
- create a personal file of explorers and European impact
- identify areas of specific exploration
- recognize colonial powers during 1000-1776

Materials:

- MS DOS computer
- software: Time Tunnel: Series 1 - Early America by Focus Media
- notebook or folder for student worksheets
- worksheet associated with this lesson

Motivation:

A. In 1492, I sailed the Atlantic.
B. The name " Indian " was my mistake.
C. The Queen gave me three ships.
D. A city in Ohio is one of my many claims to fame in America.
E. Who am I?
F. How well can we do on others?

Development:

1. Have students turn on monitor and computer.

2. Insert MS DOS disk (in Drive A) and press Return key twice. When the A> appears, remove DOS disk and insert program disk. Type out Autoexec and the program will begin.

3. The Menu will appear on the screen. It is divided into three parts. For this segment of the lesson, have the students select #3 for overall age (1000-1776). Random questions/clues will appear.

4. As the questions/clues evolve, have students keep notes on each person covered. Instruct them to take as much time as needed (30-35 minutes) but to keep a record of clues given.

3. Questions will be given randomly and not in chronological order. You can place them in order later. Use all clues given.

4. Preview all materials. Operating procedures are well developed in the program. One student can be volunteered to assist those who need extra help.

5. Proceed with Who's Who until allotted time has elapsed. At that point, shut equipment down (monitor and computer off), have students remove the disks and replace them in their protective jackets, and collect the disks.

Summary

1. Have students create a file of persons and events, in chronological order, with folder.

2. Call on various students to aid in what's first: year, the person, their claim to fame, etc.

3. How have England, France and Spain, changed American-New World history culture?

4. Can someone tell the class why Spanish is strong in one area today and not so strong in others? Where is English more native: Why? What country? What explorer aided the change in language.

Homework:

From assigned text book report on what impact Europeans had on the New World in: language, religion, food, clothing, warfare, money, trade, government.

Enrichment:

- Allow more computer lab time for extra work on the disk on a more difficult level or for reinforcement of worksheets completed.
- Construct a language map using colored markers to indicate impact of European cultures on the New World, dates of arrival, countries of origin. Ex: Yellow - Spain, Blue - Portugual, Red - England, Black - others
- Prepare a detailed report on contrasts/comparisons between Conquistadores Cortez and Pizarro.
- How could both men from the same country be both so alike yet so different in their relations with Native Americans?

WORKSHEET - "Time Traveller"

1) The year is______________________________

2) I look around and see ______________________________

3) I observe man or woman?______________________________

4) The person appears______________________________

5) The activitiy I see is______________________________

6) If I listen I can hear______________________________

7) I notice______________________________

8) I hear a person saying ______________________________

"Tunnel Master" (Extra Clues)

1) Specific things about the person______________________________

2) Location:______________________________

3) Person's claim to fame:______________________________

4) Someone important to that person:______________________________

5) Something about the future:______________________________

6) Mystery clue:______________________________

Name of the person:______________________________

TOPIC 2: *Nationalistic Heritage - 1000-1600*

Aim: How has the age of exploration altered American history?

Performance Objectives: Students will be able to:

- associate the historical person with an established event
- create a biography
- explore life and times of the historical past
- solve a historical 'who's who' in history
- prepare themselves for creative analysis
- recognize events occurring during this time frame (1000-1600) in American history

Materials:

- MS DOS computer
- software: Time Tunnel: Series 1 - Early America by Focus Media
- "Time Traveller" worksheet
- notebook or work folder

Motivation:

Ask the class about some recent movies about time travel. Recent hits like "Terminator", "Back to the Future" and "Peggy Sue Got Married" are but a few. (Maybe teacher can think of better examples.) Ask about the exciting prospect of time travel and then announce today we are doing as these movies suggested: we are going back into the past. "How good are you at recognizing what was very evident to those who lived at that time?"

Development:

1. Have students turn on monitor and computer.

2. Insert MS DOS disk (in Drive A) and press Return key twice. When the A> appears, remove DOS disk and insert program disk. Type out Autoexec and the program will begin.

3. The Menu will appear on the screen. It is divided into three parts. For this segment of the lesson, have the students select # 1 (Years 1000-1600). This section gives pertinent data on early Spanish, English and French explorers during this 600-year span.

4. At this point, have students work with worksheets (provided) entitled "Time Traveller." Use a sheet for each personality, for which you will have time. Allow 35 minutes of computer lab time, to cover about 20 historical people (you may cover fewer). Have each student copy information (clues) into appropriate spaces as the clues are selected. When one student thinks he or she knows, have another student challenge the first. Most times it will take all eight clues.

   Level of clues will be simple or difficult. Select the appropriate level for class, based on what you feel they can accomplish.

5. After the challenge and after the computer tallies up the score (check for rules on scoring at the beginning of the program) press (y) to continue. If, at any time, a student goes off track, have the student advance to the (y)/(n) screen and press n. Program goes back to the beginning and then student can advance to proper place.

6. Continue along these lines until approximately 30-35 minutes have elapsed in lab time. Use the last 10 minutes for summary, homework assignments and collection of disks in protective jackets. Program is best suited for use with one/two students at a console.

7. Turn off computer and monitor power switches. Make sure students place completed "Time Traveller" sheets in their folders and that folders are properly stored.

Summary:

1. Select a person identified and have a student recapture information learned.

2. Select a year covered and ask what occurred.

3. Write five persons and events randomly on the board. Have students match them.

4. What person in history (according to disk) had something to do with (name on area and date.)

5. How has this "Clues on Who" helped in identification of explorers claim to fame?

Homework:

Create a time-line (1000-1600), noting historical person covered in class, noting on time line:

1) Identity of individual
2) Person's claim to fame
3) Year deed was done

Enrichment:

1. Extra lab time for students, on the same program, with the more difficult clues.
2. Challenge students to better their scores by redoing at a later time to see how much was retained.

TOPIC 3 : *Nationalistic Heritage - 1600-1776*

Aim: What major developments occurred between 1600-1776 in the glorious age of exploration?

Performance Objectives: Students will be able to:

- identify a person with an historical achievement
- create a biography of a past explorer
- experience life and times of an individual
- solve an historical puzzle presented in the program
- recognize events occurring during time span of 1600-1776 in American History.

Materials

- hardware: MS DOS computers
- software: Time Tunnel: Series 1 - Early America by Focus Media
- prepared work sheets (included) "Time Traveller."
- notebook or folder for student work

Motivation:

Draw a horizontal line on the board and place 1600 at one end and 1776 at the other end.
Example:

Draw a stick figure, identify stick figure as a Plymouth colony person. (1626) Ask where on the line would figure go?

Ask: Where did the figure come from?
Where did they land?
What is their claim to fame?
What other events occurred during this 176-year span? Let's find out...

Development:

1. Have students turn on monitor and computer power, and press (Ctrl) (alt) and (del) at the same time to activate the computer. Insert disk and press key twice. When A> appears, type in Autoexec and the program will begin.

2. From the Menu, select item #2, for Age of Exploration 1600-1776. Level of difficulty would depend on class ability.

3. At this time distribute worksheets to student (5-10 per student) for recording clues and future work material.

4. Allow 30-35 minutes to develop a file of historical profiles (more than 10 is possible but there is no rush).
Have students copy clues onto sheets. If a student feels he or she knows the identity of the individual, have another challenge that person's guess. You will have 20 to choose from, but only one is correct. Computer scores each person, but expect to use all eight clues. Preview the material before use.

5. After the suggested time has elapsed, tell the class to begin shutting down the equipment and begin collecting disks. The remainder of the time can be used for the summary and homework assignment. Program is best suited for one or two students per console.

6. Worksheets would then be placed in binder or work folders for classroom storage.

Summary:

1. Select a person covered/identified and have a student recap the biography of that person.

2. Select a year and ask what occurred, where and to whom?

3. Ask students to select geographic areas with major Spanish influence? Why?

4. Go over time line on the board and add, in chronological order, events which occurred during period.

5. Ask: "What major fact have you learned through use of this program?"

Homework:

1. Create a time line of your own, naming person, deed, year deed was done, country of origin.

2. Find a blank (no political boundaries) New World map of North, Central and South America and have students identify person, year, area explored. Example: Mexico, 1526, Herman Cortez.

Enrichment:

1. Extra lab time for further work on the same disk.

2. Select a person and write a biography of that individual.

3. Select an area and how culture/history changed because of European colonization.

WORKSHEET - "Time Traveller"

1) Specific things about the person__________________________

2) Location:____

3) Person's claim to fame:___________________________________

4) Someone important to that person:_________________________

5) Something about the future:_____________________________

6) Mystery clue:____

Name of the person:__________________________________

TOPIC 4 : *The Industrial Revolution - An Overview*

Aim How did progress accelerate after 1814?

Performance Objectives:

- identify and discuss major areas of invention, e.g., agriculture, industry, transportation, mechanics, and the effect of accelerated progress in these areas
- identify and discuss major inventions and their inventors which led to rapid development in many areas of early 19th Century American life
- analyze statistical data, e.g., population, R.R. track mileage, growth of towns and cities, from the early 19th Century and extrapolate these statistics into generalizations concerning the effect of the Industrial Revolution in the U.S.
- recognize the importance of the U.S. entrance, after 1814, into a period of detachment from European affairs, the so-called "Era of Good Feeling"
- discuss favorable factors which furthered the acceleration of progress after 1814, e.g., fertile soil areas, climatic advantages

Materials:

- MS DOS Computer Lab
- software: Scholastic PFS: U.S. History Database - Invent
- full color political wall map of the U.S.
- textbook chapter/section assigned for prior reading

Motivation:

Place the following statistics on the chalkboard:
population:1790-4 million; 1860-31 million
states: 1790-14; 1860-33
roads/hwys:1820-9000 miles; 1860-88000
R.R. track:1840-3000 miles; 1860-30000
What conclusion can you draw about the U.S. after 1800 from these statistics? Can you advance any reasons for the dramatic rate of progress evidenced by these statistics?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines major industrial and technological developments, inventors and inventions, of the period 1790-1860. Challenge students to identify basic areas of innovation, e.g., mechanics, industry, transportation; and, to use the statistical data to formulate generalizations relating developing machine technology to American progress.

   Explain to the students that they will utilize a computer data-base file to complete the intent of the lesson aim. Explain that the computer requires specific reference inputs in order to search the data-base file sections. Using the motivation discussion and any materials, displays, develop with the students topic headings necessary to access data-base sections pertaining to the overall developments for the U.S., in the early 19th Century, stemming from the Industrial Revolution.

2. Develop with students an appropriate file mechanism needed to retain accessed data, e.g., notes, time line, spread sheets. Confirm which data is to be retained, e.g., key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for ease of data review (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disks in drive "A" (where required). After date, time, and file requirements are complete, load Scholastic Database "U.S. Invent" into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Invent" after the phrase "Search/Update". A second menu/program outline will appear on screen. Students will now type their topic headings after the word "Topic" in order to retrieve specific data-base sections. Advise students that all data-base sections pertaining to their topic will follow after the first section displayed, but not necessarily in chronological order. Advise students that each data-base section consists of three pages and that pages 2 and 3 can be accessed by using the "PgDn" (page down) key. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevent to Eli Whitney's invention of the cotton gin in 1793. The teacher may maintain a board outline to provide students with a chronological guide and to add data not included in the program. The students proceed to work interactively with the computer and the teacher to complete a review of data-base sections on the topic. The teacher can assist the students to develop a pool of topic headings for data-base retrieval as they work. The instructions for operating the software appear on the screen allowing students to work at their own pace. The teacher should advise students on the use of the "Esc" (Escape) key to facilitate their use of the software.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why are the decades after the 1812 War considered extremely dynamic years for the U.S.?
2. Which factors contributed to American political stability?
3. Which factors fueled the extraordinary economic growth the nation experienced after 1814?
4. Is the pattern of dynamic growth after 1814 linked to the period in American History described as the Industrial Revolution? (explain)
5. How did Eli Whitney and Samuel Slater help to provide the framework for the industrial expansion which came in the decades after 1814?
6. Why was the textile industry one of the first boom areas in the U.S. economy of this period?

7. Did developments in transportation technology parallel the industrial boom? (explain) What contributions to the rapid expansion of transportation were made by people like Governor Clinton, Robert Fulton and George Stephenson?
8. How did the technological era of development help to make American farmers the best in the world? What were the contributions to farm technology of people like John Deere and Cyrus McCormick? Why do historians state that the steel plow made possible the rapid settlement of the Great Plains of the Mid-West?
9. What effect did these developments have on other segments of American life in this period, e.g., immigration? trade? the growth of cities? living standards?

Homework:

1. Complete the notes(or other prepared home-study device - time line, spread sheets) detailing specific information compiled from the Scholastic Database and teacher's notes.
2. Review textbook chapter/section assigned for prior reading.
3. a. Identify major developments in American industry, machine technology, and transportation 1790-1860.
   b. How was economic progress affected by the developments in these areas?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages, inventors, and critical sub-topics, e.g., The Age of Steam, associated with the post-1812 War period in U.S. history. Museum exhibits on the machinery of this period, e.g., textile machinery, engines, proto-type locomotives and steamboats, might prove stimulating for classroom reports.

TOPIC 5 : *The Revolution in Agricultural Production*

Aim: How did the U.S. become a major agricultural nation?

Performance Objectives: Students will be able to:

- identify and discuss major agricultural inventions and their importance to U.S. agriculture
- develop a general understanding of the important relationship of science to modern agriculture
- analyze the effect agricultural expansion had on other 19th Century developments, e.g., immigration, settlement of the Mid-West and Far West, rising living standards
- discuss the importance of agricultural exports to a favorable trade balance and financial prosperity
- study geographic factors which underlie U.S. agricultural leadership

Materials:

- MS DOS computer lab
- software: Scholastic PFS: U.S. History Database - Invent
- full color topographic and political wall map of the U.S.
- textbook chapter/section assigned for prior reading

Motivation:

Place the following on the board:
King Cotton: U.S. export surplus - 4 million bales (1860)

Explain to the class that in 1790, cotton was a minor crop/product. How did Eli Whitney make cotton a major export of the U.S.? What effect did the increasing demand for cotton have on other sectors of 19th Century American life - slave ownership? westward expansion? the production of textiles?

Development:

1. Review student reponses to the motivation. Tell them that the program they are about to study outlines major developments in agricultural science and technology - inventors, inventions, and statistics - of the period 1790-1860.

   Challenge the students to formulate generalizations relating agricultural progress to social and political developments of the period, e.g., immigration, rising living standards, economic prosperity, U.S. trade leadership, westward migration.

   Explain to the students that they will utilize a data-based computer file to complete the intent of the lesson aim. Explain that the computer requires specific reference inputs in order to search the data-base file sections. Using the motivation discussion and any materials, displays, develop with the students topic headings necessary to access data-base sections pertaining to developments in 19th Century American agricultural production.

2. Develop with students an appropriate file mechanism needed to retain accessed data, e.g., notes, time line, spreadsheets. Confirm which data is to be retained, e.g., key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for ease of data review (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disks in drive "A"(where required). After date, time, and file requirements are complete, load Scholastic Database File:"Invent" into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Invent" after the phrase "Search/Update". A second menu/program outline will appear on screen. Students will now type their topic headings after the word "Topic" in order to retrieve specific data-base sections. Advise students that all data-base sections pertaining to their topic will follow after the first section displayed, but not necessarily in chronological order. Advise students that each data-base section consists of three pages and that pages 2 and 3 can be accessed by using the "PgDn" (page down) key. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevant to the production of canned condensed milk by Gail Borden (1853). The teacher may maintain a board outline to provide students with a chronological guide and to add data not included in the program. The students proceed to work interactively with the computer and the teacher to complete a review of data-base sections on the topic. The teacher can assist the students to develop a pool of topic headings for data-base retrieval as they work. The instructions for operating the software appear on the screen allowing students to work at their own pace. The teacher should advise students on the use of the "Esc" (Escape) key to facilitate their use of the software.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why did Americans begin to apply science and technology to agricultural production in the 19th Century? Why must Eli Whitney be given a major share of the credit for encouraging agricultural innovation?
2. Why did the invention of the cotton gin prove to be a major development for agricultural production in the U.S.? How did its invention begin to have a major efffect on other sectors of American life and development?
3. How did Cyrus McCormick help to turn the U.S. into a major world grain exporter? Why should we discuss John Deere along with McCormick? What amazing change did these two inventors bring about in the virtually barren and Indian-occupied Great Plains?
4. What is a combine? How did this invention further the development of major U.S. grain surplus exports?

5. Why were the 1830's a particularly intense period for scientific and technological breakthroughs in agricultural production? What revolutionary advances were made in scientific farming and animal breeding during these decades?
6. Is it fair to say that American agricultural prosperity is a gift of geography? (explain) What attempts were made to enhance these gifts, e.g., irrigation? How did Americans of the expansion period also waste on a grand scale the marvelous geography of this virgin continent?

Homework:

1. Complete the notes (or other prepared home-study device - time line, graph, spreadsheet) detailing specific information compiled from the Database and teacher's notes.
2. Review textbook chapter/section assigned for previous reading.
3. a. Why was Eli Whitney's cotton gin an almost revolutionary development for southern U.S. agriculture? Did Whitney's gin have other effects, e.g., North-South relations?, slave ownership?
   b. Describe two dramatic results stemming from the inventions of John Deere and Cyrus McCormick.

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages, inventors, and critical sub-topics, e.g., the settlement of the Great Plains.

TOPIC 6: *The Early National Period - Economic Problems Develop*

Aim: How did sectional differences disrupt Federal policy?

Performance Objectives: Students will be able to:

- identify historic personages and terms associated with early U.S. economic history, e.g., Alexander Hamilton, Andrew Jackson, Henry Clay, John C. Calhoun, U.S. Bank, excise tax, Tariff of Abominations, Ordinance of Nullification
- Compare Alexander Hamilton's financial program with Henry Clay's American system; understand how in three decades sectional economic differences undermined any attempt at objective Federal economic policies
- analyze influence of geography on developing economic strengths in the Northeast and Southeast; and how these strengths brought the sections into political conflict on the Federal level
- explain that political parties were one result of the developing economic argument between the Northern and Southern sections and that party loyalty and regionalism tended to counterbalance an emerging nationalism
- contrast the conservative financial program carried through by Alexander Hamilton with the partisan economic policies of President Andrew Jackson, and the long-term results each achieved

Materials:

- Apple II Computer Lab
- software: Industrialism In America: An Economic History by Focus Media
- full color topographic and political wall map of the U.S.
- textbook chapter/section assigned for prior reading

Motivation:

Place the following on the chalkboard:
"The rich and the powerful too often bend the government to their selfish purposes...." Andrew Jackson (1832)

Why did Andrew Jackson see the U.S. Bank as an enemy of the "common people," of the small farmers? How does this compare with Hamilton's fight to stabilize the currency and financial credit of the new nation? What was Hamilton's financial program? Was Hamilton proven right by events that followed the enactment of his program?

Development:

1. Review student reponses to the motivation; Tell them that the program they are about to study outlines Alexander Hamilton's fiscal policy and the partial results of President Andrew Jackson's economic program. Challenge the students to evaluate the two programs and to analyze Jackson's political motives for attacking fiscal conservatism represented by the U.S. Bank. Explain to the students that they will utilize a game-structured data-base computer file to complete the intent of the lesson aim. Explain that the computer requires that game procedures be followed in order to search the database file sections. Using the motivation discussion and previous home research, allow students to begin the game procedure.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and select the number of questions to be answered, from 1 through 20. After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the development of the Northeast's economic potential. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. As a Federalist, what was Alexander Hamilton's political orientation? Why did President Washington choose him for his Treasury Secretary?
2. How did Hamilton secure the financial security of the new Federal government and the credit of the new nation?
3. Were there objections to Hamilton's program? Why and from whom? How did these criticisms coalesce around Thomas Jefferson and the Anti-Federalists?
4. Was geography beginning to play a role in determining the economic policy demands of various classes and regions of the nation? (explain) How did Hamilton, a banker, and Jefferson, a farmer, each represent the demands of their respective regions and ideals?
5. What position did growing Western regions take on the issues dividing North and South - the U.S. Bank? import taxes (tariffs)? internal improvements?
6. Why did Andrew Jackson prove to be the champion of the "common people" and the interests of the small farmers? Why did he threaten to hang John C. Calhoun from a tree?
7. Did Jackson's economic policies demonstrate how far apart the regions of the U.S., North, South, and West had drifted? Was the Depression of 1837 a result of Jackson's attack on the U.S. Bank? (explain)

Homework

1. Complete the notes (or other prepared home-study device - time line, graph, spreadsheet) detailing specific information compiled from the database and teacher's notes.
2. Review textbook readings assigned previously.
3. a. Why is Alexander Hamilton considered the father of U.S. fiscal conservatism?
   b. How did President Jackson attempt to tear down Hamilton's program after 30 years of fiscal stability for the U.S.?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages, e.g., Alexander Hamilton, Andrew Jackson, and critical events of the period, e.g., the Nullification Controversy. A class debate comparing and contrasting the merits of Hamilton's financial program and Clay's American system might prove engaging. Student committees could research the resources, and manufactured and agricultural products of each region and create classroom displays around their research.

TOPIC 7: *Colonial Culture*

Aim: Did the New World reshape old ideas?

Performance Objectives: Students will be able to:

- identify and define the major elements of a culture, e.g., religion, art, education, literature
- discuss the relation of New World culture to that of 17th Century England
- analyze the profound effect the religious fundamentalism of early colonists had on the development of colonial society
- examine the broad and profound relationship between distance from the Mother Country and the growing trend to more democratic social and cultural relationships, e.g., the Latin Grammar schools of Massachusetts, New England town meetings.

Materials:

- MS DOS computer lab
- software: Time Tunnel: Series 1 - Early America by Focus Media
- textbook chapter/section assigned for prior reading
- full color political and topographical wall map of the U.S.

Motivation:

Place the following on the chalkboard:

Utopia: Thomas More   The Tempest: William Shakespeare
Explain to the students that 16th Century European intellectuals and writers depicted the New World as the new Eden, a perfect place free of all the problems, ills and evils of the Old World (Europe), native Americans were "noble savages" and the great North American forests friendly to all human life. Review with the students the travails of the early communities, e.g., Jamestown, Plymouth, Massachusetts Bay Colony. Why did early colonists persist in the face of disease, hunger, and hostile geographic conditions? Why was religious intolerance an important element of the early New England colonies? How did the early colonists go about educating their children? Why were social relationships less restrictive in the early colonies? How was social hierarchy arranged?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study uses biographical sketches of colonial leaders in a game format to develop the history of the American colonial period. Challenge the students to evaluate the importance of the first settlers' Protestant values to U.S. cultural development and to evaluate the contribution of their English heritage to the growth of U.S. democratic institutions, e.g., town meetings. Explain to the students that they will utilize a game-structured data-base computer file to complete the intent of the lesson aim. Explain that the computer requires that game procedures be followed in order to search the data-base file sections.

Using the motivation discussion and previous home research, allow students to begin the game procedure.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "Return"; and,select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the influence upon colonial history of various individuals. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. What were the major cultural influences that the early (17th Century) colonists brought with them to the New World?
2. Why was a specific religious practice so important to the first New England colonies? How did their homogeneity unite these small colonies? How did their restrictive theocratic practices hamper their development? Why were the Salem witch trials an example of the evils of theocracy?
3. How did the colonists go about educating their children? Why did they feel that education was essential for every child? What were the long-term results of this development?
4. How did the colonists go about developing institutions of higher learning?
5. Why weren't newspapers an early development in the colonies? Why did newspapers become important after 1690?

6. How did geography influence the first attempts at a native American architecture? Which European/English influences can be seen in 18th Century colonial architecture?
7. Why were the colonies essentially bourgeois in social makeup?
8. Did painters like Benjamin West and Gilbert Stuart make any significant contribution to the art of Western Civilization? Are they to be thought of as purely American artists, primitives at best? Explain.
9. How did the early colonists recreate themselves? How did geography and isolation shape their pastimes?

Homework:

1. Complete the notes (or other prepared home study devices - time line, spreadsheets) detailing specific information compiled from the Focus Media *Early America* series and teacher's board notes.
2. Review the textbook chapter/section assigned for prior reading.
3. a. Discuss three ways in which English Protestants influenced the development of American culture and values.
   b. 3000 miles from home, the first colonists had no trouble governing themselves. Explain.

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and major cultural developments of the English colonies of North America. Museum exhibits of colonial architecture and artifacts will also yield essential information for student reports. Students who have visited 'living' colonial exhibits, Williamsburg, Va., Old Stockbridge, Ma., might develop stimulating classroom presentations based upon family slides/souvenirs.

TOPIC 8: *Democracy as a Cultural Institution*

Aim: Is democracy an American cultural tradition?

Peformance Objectives: Students will be able to:

- summarize in brief the development of English constitutional principles from the Magna Carta to the Bill of Rights and Toleration Acts (1689)
- explain the basic principles underlying colonial constitutions, e.g., legislative responsibility
- analyze the structure of colonial governments, e.g., separation of powers, elected representatives, and the types of colonial governments, e.g., charter, royal, proprietary
- establish a cause-and-effect relationship between the English crown's practice of "salutary neglect" and the growth of colonial principles of self-government
- describe milestones on the colonies' way toward the Declaration of Independence, e.g., Virginia House of Burgesses to the New England Confederation
- explain the limitations of colonial democracy, e.g., slavery, primogeniture, property qualifications, as compared with the practice of democracy today

Materials:

- MS DOS computer lab
- software: Time Tunnel: Series 1 - Early America
- textbook chapter/section assigned for prior reading
- full color political/topographical wall map of the United States

Motivation:

Place the following on the board:

"We...covenant and combine ourselves into a civil body politic, for our better ordering and preservation...."
Mayflower Compact (1620)

What is the very first word of the preamble to the U.S. Constitution? Do you see any significance in this parallel? What was the intent of the Pilgrims in drawing up this document? How might this affect later groups of settlers arriving in the New World? Were the Pilgrims drawing on 500 years of historical precedent in legislating for themselves?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study uses biographical sketches of colonial leaders in a game format to develop the history of the colonial period. Challenge students to compare present democratic practices, e.g., freedom of religion, freedom of the press, universal suffrage, with colonial practices.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and,select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the influence upon colonial history of various individuals. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Facing a vast, unknown wilderness, and 3000 miles from home, how did the Pilgrims take the first step towards preserving their small society?
2. Why was the Magna Carta a giant step towards democracy? Which modern principles are derived from that seminal document?
3. What were the contributions of Henry II, the Model Parliament, the growth of the Common Law, and the Bill of Rights towards establishing democratic traditions in the English colonies?
4. How was the system of King and Parliament faithfully reproduced in colonial governments in North America? Why did the King eventually revoke the charters of these independent colonies and place them under his direct control?
5. What was the importance of the Fundamental Orders of Connecticut to the development of democracy in the Colonies? of the New England Confederation? of the Maryland Toleration Acts?
6. Why was the John Peter Zenger case uniquely important to the American colonies?
8. Were undemocratic elements of politics and government also the inheritance of the American colonists? Who could vote and hold office in the Colonies?

Homework:

1. Complete the notes (or other prepared home study device - time line, spreadsheets) detailing specific information compiled from the Focus Media Early America series and teacher's board notes.
2. Review the textbook chapter/section assigned for prior reading.
3. a. Why were democratic practices more typical of the English colonies in America than they were of the Spanish or French?
   b. What were the contributions to colonial democracy of leaders like Roger Williams? John Peter Zenger? Benjamin Franklin?

Enrichment:

Students can prepare extra-credit reports from library materials on major developments in English and American constitutional history. Those with the interest and good reading skills might attempt the original documents, e.g., the Mayflower Compact, Magna Carta. A classroom debate on unlimited versus limited democracy might prove stimulating.

TOPIC 9: *The Frontier Culture*

Aim: How did the frontier influence American culture?

Performance Objectives: Students will be able to:

- describe the first tentative movements West up the Hudson River valley and into the foothills of the Appalachians; the types of settlements established and the rude, survival culture which flourished in these settlements.
- understand Bacon's Rebellion and King Philip's War as the beginning of a frontier consciousness exerting pressure on the now more Europeanized East coast.
- describe the various aspects of frontier culture, whether art, music, or literature, and the manner in which survival skills interpreted the need and use of these arts, e.g., folk music, story-telling (literature), wood sculpting and other frontier crafts.
- analyze the attitudes and values which came to dominate frontier communities, e.g., self-reliance, honesty, thrift, equality, and state how these qualities came to dominate the American psyche.
- relate the developing, complex social and recreational pursuits to the largely agricultural, isolated communities which created them, e.g., community dances, barn raisings, quilting bees, hunting and fishing, church and community outings and celebrations, athletic contests.

Materials:

- MS DOS computer lab
- software: Time Tunnel: Series 1 - Early America by Focus Media
- textbook chapter/section assigned for prior reading
- political full color wall map of the United States

Motivation:

What qualities make an American unique? How is national character formed? Are there typical American attitudes? values? Review Puritan attitudes, values. How did life on the frontier shape American attitudes and values?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study uses biographical sketches of colonial leaders in a game format to develop the history of the colonial period.

   Challenge the students to compare frontier life with life in the coastal cities and to note the different values necessary to life in the city and survival on the frontier and to note the contributions of famous frontiersmen.

2. Develop with students an appropriate file system to store data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and select the number of questions to be answered, from 1 through 20. After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the influence on colonial history of various individuals. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. How did the demands placed upon the early colonists for survival affect their sophisticated Anglo-European values and attitudes? What type of stress did the rigors of a subsistence culture place upon their established customs and mores?
2. Despite terrible hardships, why did the early settlers press ever deeper into the wilderness? What type of communities did these sophisticated Anglo-Europeans build there? Did any trace of their former life remain?
3. Why did Nathaniel Bacon lead a rebellion against the governor? How had his attitudes towards authority changed after moving into the Piedmont?
4. Why did King Philip's War push the English further toward American consciousness? How did it help to unify them in terms of their American identity?
5. What type of culture evolved on the American frontier? How influential were the following factors: distance from the Eastern cities? from neighbors? social class? local geography? presence of Native Americans? absence of government?
6. Did the frontier settlers attempt to recreate the civilization they left behind or was some new and/or reformed civilization coming into being? Why were the isolated frontier settlements more communal in nature than the Eastern cities?

Homework:

1. Complete the notes (or other prepared home-study device - time-line, spreadsheets) detailing specific information compiled from the Focus Media Early America series and teacher's board notes.
2. Review textbook chapter/section assigned for prior reading.
3. a. Why did frontier life require a different value system than that of the coastal cities?
   b. What lured pioneers into the savage wilderness?
   c. Why are these frontier settlers remembered - Nathaniel Bacon? Daniel Boone? John Sevier?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and the culture of the colonial frontier period. Museum exhibits on artifacts of this period might also prove of interest. Those with VCR's can preview and report on films recreating this period, e.g., Drums Along The Mohawk. Students with craft skills might try a Boonesborough diorama for classroom exhibit.

TOPIC 10: *Theocracy in New England*

Aim: How did Christian fundamentalism shape the New England colonies?

Performance Objectives: Students will be able to:

- explain the Reformation as an ongoing reform, in which national and sectarian groups continued to individualize their beliefs and worship services; discuss the various English Protestant sects which developed in the 17th Century, e.g., Puritans, Quakers, Methodists, Presbyterians
- discuss the cause-and-effect relationship between the struggle for religious supremacy between the King and Parliament, and the emigration of religious 'separatists' from England
- examine the critical political and social developments in the early colonies governed by religious fundamentalists who saw the Christian Bible as a literal document
- describe the critical attitudes and beliefs, e.g., predestination, transcendentalism, fostered by these early religious communities, and how these attitudes/beliefs continue to shape American culture today

Materials:

- MS DOS computer lab
- software: Time Tunnel: Series 1 - Early America by Focus Media
- textbook chapter/section assigned for prior reading
- full color political/topographical wall map of the present U.S.

Motivation:

Place the following on the board:

"The doors of the Church of Christ do not stand so wide open that all sorts of people can enter." Cotton Mather (Puritan minister)

What did Cotton Mather mean by this statement? Why did he make it? How does it illustrate the socio-religious dictatorship imposed on early New England communities by religious leaders?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study uses biographical sketches of colonial leaders in a game format to develop the history of the period.

   Challenge the students to analyze the overwhelming importance of religion to the early Protestant settlements in Massachusetts, Connecticut, Rhode Island; and, to outline the effect of Puritan fundamentalism on the government and lives of these early colonists.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press(Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and select the number of questions to be answered, from 1 through 20. After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the influence on colonial history of various individuals. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. What was the Reformation? What were the basic beliefs of men like Martin Luther and John Calvin? Why should American history students make a very close examination of John Calvin's stay in Geneva, Switzerland?
2. Who were the Puritans? Quakers? Pilgrims? Why did the struggle between Stuart kings and Parliament force these groups to emigrate to the vast wilderness called the New World? Were these groups correct when they termed themselves "modern Israelites"?
3. How would you describe the communities the Pilgrims and Puritans built in Massachusetts? Would a reading of the Mayflower Compact help us to better understand their thinking? (Explain)
4. Why are the Puritan villages in the Massachusetts Bay Colony referred to as "theocratic"? How carefully did the leaders of these communities look after the souls of their "flocks"? Describe the attitudes fostered in these communities, e.g., the Puritan Ethic.
5. Can you define some of the basic tenets of the Puritans, e.g., predestination? transcendentalism?
6. Why did the rigid orthodoxy of the Massachusetts Bay Colony lead to a further fragmentation of these 'separatists?' Why is Roger Williams especially remembered?
7. How did Puritan literalness lead to the Salem witch trials? What developments finally brought this tragic episode to a close?
8. Would you compare the present 'born again' Protestant movement to the 'Great Awakening' of the 1740's?

Homework:

1. Complete the notes (or other prepared home-study device - time line, spreadsheets) detailing specific information compiled from the Focus Media Early America series and from the teacher's board notes.
2. Review the textbook chapter/section assigned for prior reading.
3. a. Why might the Puritan communities of New England be described as religious dictatorships?
   b. How do the values of these early colonists still influence life in the U.S. today?
   c. Identify the importance of Roger Williams, William Bradford, the Mathers.

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and events connected with the development of the religious colonies of New England. Reports on original document readings, e.g., the diaries of William Bradford and John Smith, the tracts of Increase or Cotton Mather, or Jonathan Edwards might prove stimulating. Parallel readings in literature might also prove interesting to students, e.g., Nathaniel Hawthorne's The Scarlet Letter.

TOPIC 11: *Revolution (Definitions and Causes)*

Aim: What is a revolution?

Performance Objectives: Students will be able to:

- . understand what a revolution is
- . identify the social, political and economic causes of revolutions
- . explain why revolutions occur
- . recognize the difference between dissent and revolution

Materials:

- . Apple IIe computer lab
- . software: Revolutions: Past, Present and Future by Focus Media Inc.

Motivation:

Place the following on the chalkboard:
1. The government makes unreasonable demands on the people.
2. The government closes all houses of worship.
3. The government increases taxes greatly.
4. The government is accused of illegal actions.
5. The government fails to act in an emergency.

Would any of these actions create dissatisfaction among the people? Would some people consider revolting against the government in these circumstances? In reviewing the students' responses, elicit from them that revolutions do not occur for light or transient reasons. Review the motivations that revolutionaries might have.

Development:

1. Review students' responses to the motivation and tell them that the program they are about to use will teach them about revolutions, and will also allow them to interact with the computer in order to develop an understanding of the causes of revolutions.

2. Remind the students of the correct method for handling disks and tell them to insert disk 1 into drive"A". The students should turn on the monitors and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to select option 1 - What is a Revolution?

4. The computer-directed instruction starts with a series of questions dealing with the causes of revolutions. The students have the opportunity to work interactively with the computer to identify why revolutions occur. The instructions for operating the software appear on the screen and allow students to work at their own pace.

5. Following the causes of revolution activity, there are modules for identifying revolutionary activity and recognizing examples.

6. Allow a reasonable amount of time to complete the computer-directed activity. Suggested time is 15-20 minutes. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches, and remind them to put the diskettes into their protective covers carefully without touching the recording surface.

Summary:

1. What is a revolution?
2. Why do revolutions occur?
3. What factors cause revolutions?
4. What is the difference between a coup and a revolution?
5. How does instability lead to revolution?
6. Why are revolutions usually marked with violence?

Homework:

1. Did a revolution occur in Iran in 1979? Explain?
2. Why didn't the shooting of students at Kent State, Ohio, in 1970, cause a revolution?
3. Can poverty and want lead to a revolution?

Enrichment:

Write a report explaining why some revolutions take place in countries with no poverty.

TOPIC 12: *The American Revolution*

Aim: Why did America revolt against England?

Performance Objectives: Students will be able to:

- analyze the causes of the American Revolution
- understand the actions taken by the colonists
- describe the opening events of the Revolution
- state the options open to the colonists

Materials:

- Apple IIe computer lab
- software: Revolutions: Past Present and Future by Focus Media, Inc.

Motivation:

Proclamation Act of 1763: Closed the frontier to settlers
Quartering Act: Provided for the boarding of English soldiers in private houses
Stamp Act: Tax on printed material
Tea Act: Tax on tea
Intolerable Acts: Occupation of Boston and closing the port

If you were a colonist, would you object to these actions by England? Why would England invoke these acts? What could a colonist do to protest? In reviewing the students' responses, elicit the causes of revolutions in general and the American Revolution in particular.

Development:

1. Review students' responses to the motivation and tell them that the program they are about to use will teach them about the American Revolution and will also allow them to interact with the computer in order to develop an understanding of the causes of the American Revolution.

2. Remind the students of the correct method for handling disks and tell them to insert disk 2a into drive "A". The students should turn on the monitors and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to select option 1 - American Revolution.

4. The computer-directed instruction starts with a series of questions dealing with the American Revolution. The students have the opportunity to work with the computer to identify why the American Revolution occurred and what actions were taken opposing England. The instructions for operating the software appear on the screen. Allow students to work at their own pace.

5. Following the American Revolution activity there is a review to check students' progress.

6. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 15-20 minutes. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches, and remind the students to put disks carefully in their sleeves without touching the recording surface.

Summary:

1. What was the policy of salutory neglect?
2. Why did the Americans revolt against Great Britain?
3. What actions did England take that the colonies opposed?
4. How did the colonists organize their revolutions?
5. What options were the colonists faced with?

Homework:

1. What were the Intolerable Acts?
2. Why did the British government keep troops in the colonies after 1763?
3. Who were the Sons of Liberty?
4. Was the revolution justified? Explain.

Enrichment:

Investigate whether all colonists opposed British measures, Write an essay explaining the position of those who supported England.

TOPIC 13: *Analyzing Revolutions*

Aim: How to analyze revolutions

Performance Objectives: Students will be able to:

- create a chronology of revolution
- analyze revolutions in terms of political and economic causes
- explain the relative importance of events leading to revolutions
- recognize which events are most likely to cause revolutions

Materials:

- Apple II computer lab
- software: Revolutions: Past, Present and Future by Focus Media, Inc.

Motivation:

Place the following on the chalkboard:

Inflation
Discrimination
Dictatorship
Failure of foreign policy
Warfare
Famine
Civil War
Class distinctions
Prejudice
Depression

Have the students arrange the above into categories: economic, political, or social problems. How would each lead to unrest or discontent in a nation? What would happen to a government that could not deal with these problems? In reviewing the students' responses, develop the concept of various ways of looking at revolutions.

Development:

1. Review students' responses to the motivation and tell them that the program they are about to use will teach them to analyze revolutions and will also help them to interact with the computer in order to develop an understanding of the relative importance of revolutionary factors.

2. Remind the students of the correct method for handling disks and tell them to insert Disk 3 into drive "A". The students should turn on the monitors and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to follow prompts and then select first 1, then 2, then 3.

4. The computer-directed activity starts with an analysis of the relative importance of events leading to revolutions. The students have the opportunity to work with the computer to analyze the importance and relative value of certain causative agents. The instructions for the operating of the software appear on the screen. Allow each student to work at his or her own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 15-20 minutes. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches, and remind them to put the diskettes into their protective covers carefully without touching the recording surface.

Summary:

1. What are the economic causes of revolutions?
2. What political actions may lead to revolutions?
3. What events are most important to revolutions?
4. Why might certain events cause revolutions under certain circumstances, but not under others?

Homework:

1. What were the political and economic causes of the American Revolution?
2. Why did some Americans oppose the Revolution?
3. In what ways can the Civil War be looked on as a revolution?
4. Does protest always lead to revolution? Explain.

Enrichment:

Research the French Revolution and compare it to the American Revolution. Does it have the same causes and effects as ours? Explain.

TOPIC 14: *The Declaration to The Constitution*

Aim: How did the actions of the British before the revolution influence the writing of the Constitution ?

Performance Objectives: Students will be able to:

- identify the abuses of the British before the Revolution
- highlight the reaction of Americans to the curtailment of their rights as Englishmen
- identify the protection of those rights in the Constitution

Materials:

- MS DOS computer
- software: Decisions, Decisions: Revolutionary Wars: Choosing Sides by Tom Snyder Productions.
- student workbook
- reproduced student worksheets in the teachers' guide

Motivation:

Imagine yourself in a state where your home was entered by the police and occupied for the good of the state. Police were quartered there and you were responsible for their upkeep. Elicit reaction from the class to this situation. A similar problem existed in colonial America.

Development:

1. Distribute student workbooks and worksheets to the class. Explain that the group will be simulating a situation which might be viewed by some as an abridgement of civil rights by the state.

2. The simulation program will present a fictitious nation and leader. It will ask the class to make decisions on priorities for the government. The class must discuss these decisions together. Some decisions will involve curtailing civil liberties. The class must be prepared to justify its decision.

3. The class will complete a discussion on four references. When all references have been discussed, it must make a decision on each one. When each reference has been finalized, the appropriate key is then pressed.

4. To expedite the decision-making process, the teacher may limit the length of discussion on each reference or reduce the number of references to two.

5. The class, at the conclusion of the simulation, receives a score based on its decisions.

6. The teacher maintains control over the computer during the entire discussion. Should the simulation take more than one class period, the game can be saved on disk.

Summary:

1. What did the British do before the Revolution that angered the Americans?
2. How did the Americans react to these acts?
3. How did Americans guarantee protection from these abuses in the Constitution?

Homework:

1. Do you think that colonists should have had the same rights as people in the mother country? Justify your response.
2. Should Americans have had representatives in the British Parliament? Explain.
3. Were the colonies part of the nation of England or subject to English law? Explain.

Enrichment:

Some famous Americans wrote on the rights of citizens in our Constitution. Who were they and what important points did they make? Make a report to the class.

TOPIC 15: *The Constitutional Convention*

Aim: How was Congressional representation determined in the U.S. Constitution?

Performance Objectives Students will be able to:

- identify the provisions of the Great Compromise
- identify the different interests represented at the Constitutional Convention
- understand the process of compromise

Materials:

- Apple computer lab
- software: Creating the U.S. Constitution by Educational Activities Inc.

Motivation: Ask the students:

What does "democracy" mean to you?

Elicit from the students answers about participation in government, through voting, and an understanding that voting determines representation.

Development:

1. Explain to the students that one of the most important issues facing the framers of the Constitution was how to provide for representation of the people and the states in the Federal government.

2. Tell the students that the program they are about to use is a simulation of the Constitutional Convention. The program will assign them a role and they will make decisions according to what they think would be appropriate for their character.

3. Remind the students of the correct method for handling disks and tell them to insert the disk into Drive 1. The students should turn on the monitor and computer power. The program is self loading. Instruct them to open their notebooks as well.

4. The program is self-explanatory. Tell the students to follow the instructions on the screen at every step.

5. The first question in the program asks if the student would like to see biographies of some of the convention delegates. Instruct them to answer NO.

6. The program provides information about the convention, followed by questions to the student on how their character would act or vote in a particular situation. Instruct them to keep a record of each question

and their response. Instruct them to make notes on each major plan reviewed in the program (Virginia Plan, New Jersey Plan, Hamilton's Plan, Sherman's Great Compromise).

7. Allow one or two class periods to complete the simulation and class discussion. Instruct the students, each day, to remove the disks from the machines, turn off the computer and monitor power switches, and remind students to put the diskettes into the protective cover.

Summary:

1. What was the Great Compromise?

2. How did it represent the interests of the small and large states at the same time?

3. Reviewing your character's responses to different problems, what did you learn about the process of compromise?

4. What would you have done differently? Be specific. Why?

5. Why would a middle-class person favor direct elections for both the house and senate? Why would a rich person oppose this?

Homework: Explain your answers to the following questions fully.

1. Why is the compromise over representation considered the "Great Compromise" of the Constitutional Convention?

2. Why was it essential that every delegate compromise at the convention? Consider the historical background of the convention and the concerns of this particular group of Americans.

Enrichment:

Take out a copy of Madison's diaries from the library. Find a debate in which your delegate participated, and write a brief report on his position on this topic.

TOPIC 16: *Review of the Constitutional Convention*

Aim: How did a delegate's background influence his decisions at the Constitutional Convention?

Performance Objectives: Students will be able to:

- identify the correct decision of a delegate based on knowledge of his background
- understand the influence of region on decision-making
- understand the influence of class on decision-making
- explain the relationship between personal interests and political decisions

Materials:

- Apple computer lab
- software: Creating the U.S. Constitution by Educational Activities Inc.

Motivation: Ask the students

When you played the simulation of the Constitutional Convention earlier, why did your character vote the way he did?

In reviewing student responses, elicit from them that economic and regional factors had a great impact on the way a delegate voted.

Development:

1. Tell the students they are going to review their knowledge of the compromises on representation and slavery through the use of the computer simulation they did earlier.

2. Tell them to take out their notes and homework from that lesson and review this information. They should be able to answer the following question: Who was their character and why did he vote the way he did? Suggested time is five minutes.

3. When the students are finished reviewing, remind them of the proper method for handling disks, and tell them to insert the disk into Drive 1. The students should turn on the monitors and computer power. The program is self-loading.

   Instruct the students to prepare to take notes on their responses.

4. Tell the students to follow the instructions on the screen until they reach the first question, which asks if they would like to see the biography of some of the convention delegates. Instruct them to answer Yes.

5. The program will place nine names on the screen. The students will renew the biography of each of these nine, and answer the following questions in their notebooks. (Place these questions and the accompanying outline on board.)

a. Would this delegate have favored the Virginia Plan or the New Jersey Plan? Why?
b. Would this delegate have favored slaves to be counted for representation or taxation? Why?

Sample Outline

Name	State	Virginia Plan	New Jersey Plan	Representation	taxation
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					

6. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 15-20 minutes. Instruct the students to remove the disk from the machines, turn off the computer and monitor power switches and remind students to put the disk into the protective cover carefully without touching the recording surface.

Summary:

1. Elicit answers to "development" questions.

2. Why were members of the middle class opposed to direct elections?

3. Why were members of the upper class opposed to direct elections?

4. What compromise was reached between these two interest groups?

5. From which region were those who wanted slaves to be counted only for representation?

6. Why was the method of counting slaves important politically?

Homework:

Write a short essay on the following topic:
How do a person's interests (geographic, economic, and social) affect the decisions made in politics? Use three illustrations from the simulation and your knowledge of the drafting of the constitution.

Enrichment:

Write a dialogue between your character and one of the men discussed in the biography. Choose an issue that is covered in the Constitution and have them discuss it.

TOPIC 17: *Developing Nature of a Culturally Pluralistic Society*

Aim: How can the economic growth of a nation affect society ?

Performance Objectives: Students will be able to:

- define economic growth
- identify those factors which cause the economic growth of a nation
- identify factors which change the makeup of society
- identify the results of such economic and social changes

Materials:

- MS DOS computer
- software: Decisions, Decisions: Urbanization: The Growth of Cities by Tom Snyder Productions
- student workbook
- reproduced student worksheet in teachers' guide

Motivation:

Imagine a small country which has prospered modestly for many years suddenly becoming a booming industrial nation. Because of the sudden growth, immigration from other lands transforms the small nation entirely so that very little of the original inhabitants' culture remains. Elicit from the class their reactions to this scenario. Why might some of the original inhabitants feel bitter and overwhelmed?

Development:

1. Distribute the worksheets to the class. Have the class discuss the consequences of urbanization. Note any important factors such as industrialization, immigration and transportation.

2. The Decisions, Decisions program requires a team (i.e. class) effort to arrive at decisions for the simulations. The teacher maintains control of the computer and enters all data and decision choices.

3. The simulation will describe a fictitious nation undergoing tremendous pressure for growth due to natural resources and the consequences of that growth.

4. Ask the class to discuss each factor in the growth of the nation that is contested in the simulation. That includes the pressures from those opposed to growth and cultural diversification as well as those in favor of it.

5. The class will complete a discussion on four references. It will make a decision on each one. When the decision has been reached, the appropriate key will be pressed.

6. The class, at the conclusion of the simulation, receives a score based on its decisions.

Summary:

1. What factors are involved in the economic growth of a nation?
2. What factors change the cultural makeup of society?
3. What changes can occur in society when great industrial growth takes place?

Homework:

Identify and describe a group in the United States which has sought to preserve the cultural uniformity of an agricultural America.

Enrichment:

How has New York City changed culturally since the industrialization of the United States? Report to the class on the changes which have taken place.

TOPIC 18: *From the Land to the Factory*

Aim: How did our nation evolve from a rural to an urban, industrialized society?

Performance Objectives: Students will be able to:

- identify stages in the history of urbanization
- define and explain the differences between urban and rural areas

Materials:

- MS DOS computer
- software: Decisions, Decisions: Urbanization: The Growth of the Cities by Tom Snyder Productions
- reproduced copies of the graph "The Growth of Cities in the United States" in the Teachers' Guide

Motivation:

Using the graph as a reference, why has the number of people living in rural areas decreased continuously over the years? Elicit from the class the fact that the increasing industrialization of the nation has brought more people from the rural areas to the cities.

Development:

1. Distribute student worksheets to the class. Have the class discuss the consequences of urbanization. Note any important factors such as crime, productivity and living conditions.

2. The Decisions, Decisions simulation requires a team (i.e. class) effort to arrive at decisions for the simulations. The teacher maintains control of the computer and enters all data and decision choices.

3. The simulation will describe a fictitious nation undergoing tremendous change from rural to urban life. The class will have to make choices regarding the future of the nation during the simulation.

4. Ask the class to discuss each factor in the transformation of the nation during the simulation. Include in the discussion the pressure to remain a rural nation as well as the movement toward a "people of plenty".

5. The class will complete a discussion on four references. It will make a decision on each one. When the decision has been finalized, the appropriate key will be pressed.

6. The class will receive a score at the end of the simulation based on its decisions.

Summary:

1. What is urbanization?
2. What are the reasons for urbanization in the United States?
3. What are the chief differences between urban and rural areas?
4. What are the advantages and disadvantages of living in each area?

Homework:

1. If you had your choice would you live in the country or the city? Why?
2. What are the advantages of country living?
3. What are the advantages of urban living?

Enrichment:

Research a large factory which was established in New York City in the late nineteenth or early twentieth century. Report on its products, work force and productivity.

TOPIC 19: *Overview of U.S. Territorial Growth (1783-1898)*

Aim: How did the U.S. grow to its present size?

Performance Objectives: Students will be able to:

- create a cross-referenced time line for U.S. expansion indexed by year(s), territory(ies), and states
- note a cause-and-effect relationship between U.S. relations with other nations and the acquisition of new territories
- identify outline maps of the U.S. after each territorial acquisition
- identify and understand important terms and phrases associated with U.S. expansion, e.g., "Manifest Destiny", "Go West, young man"
- discuss the importance of U.S. growth to continental size, e.g., multinational population

Materials:

- MS DOS computer lab
- software: Scholastic PFS: U.S. History Database: Frontier
- outline map of U.S. by territorial acquisition (1783 - 1898)
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard:

"Our manifest destiny is to overspread the continent allotted by Providence for the free development of our yearly multiplying millions."
John O'Sullivan (1845)

What did O'Sullivan mean by this statement? Elicit from the students a definition of the phrase "manifest destiny". Refer to other positive statements, e.g., "Go west, young man, and grow up with the country" (Horace Greeley). Use student responses to review the original extent of the U.S. before and after the Treaty of Paris (1783). Have students begin to fill in their outline maps. Ask students to compare the original size of the U.S. with its present boundaries.

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines the territorial expansion of the U.S., from the colonial period into the 20th Century, in data-base sections grouped by sub-topics, e.g., the Northwest Territory, the Louisiana Purchase, the Mexican Cession.

   Challenge the students to develop their outline maps using the data-base sections as their resource; and, to analyze the importance to the U.S. of its growth to continental size.

Explain to students that they will utilize a data-based computer file to complete the intent of the lesson aim. Explain that the computer requires specific reference inputs in order to respond with the necessary data. Using the photocopied outline maps and a political wall map of the U.S. at present, develop major headings for territorial acquisition, e.g., Louisiana, Texas, California. Review with students possible events associated with these territories, e.g., the Battle of the Alamo, the Gold Rush.

2. Develop with students an appropriate file mechanism to display derived data, e.g., time line, graph, spreadsheets. Confirm essential data to be utilized, e.g., dates, territories, from whom acquired, amount paid, event associated with acquisition, person(s) associated with acquisition, states developed frcm acquired territories.

3. Remind students of correct method for handling disks. After 'booting' procedure in drive "A" is completed (where required), have student load data-base file "Frontier" into drive "B". After date and time requirements are completed, pfs:File Main Menu will appear. Instruct students to select option 4 - Search/Update and insert the filename "B:Frontier". A second menu will appear on the screen which allows the students to retrieve specific data upon insertion of their major headings in front of "Topic". Advise students that additional data can be secured on each item by pressing the 'page down' key. A second use of the 'page down' key will allow the file's source material for the item to be retrieved.

4. The computer-directed instruction begins with students using their major headings to retrieve essential data for their file mechanism. The teacher will assist students in widening their specific reference inputs to include years, state names, personages, e.g., presidents' names. The students have the opportunity to work interactively with the computer and the teacher to develop their data files and fill in their outline maps. The instructions for operating the software appear on the screen and allow each group of students to work at their own pace. The teacher should advise students to use the 'escape' key to return to the main menu to facilitate their moving quickly through the data sections.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 15-20 minutes. A teacher-directed review of data obtained will allow students with incomplete files to obtain needed data. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches and remind the students to put the diskettes into the protective covers carefully, without touching the recording surface.

Summary:

1. What was the original extent of the U.S. at its founding (1783)? What was the extent of its growth by 1898?
2. Why did Americans go West across the continent in such great numbers? How did they travel and by what traditional routes?
3. In which years/periods did the U.S. make the greatest territorial gains? Why were the gains so great at these specific times?

4. What was the cost to the U.S. of its territorial acquisitions?
5. Which American presidents were most instrumental in increasing the size of the U.S.? Specify the territories associated with their presidencies.
6. How many states were added to the U.S. with each territory acquired?
7. Other than presidents, were any other individuals pivotal to the acquisition of new territories? Who were some of these people and how were they important?

Homework:

1. Complete the photocopied outline map detailing important territorial acquisitions leading to the present boundaries of the U.S.
2. Prepare the finished time line (graph, spreadsheet) detailing specific chronological, financial, square mile totals, personages vital to U.S. expansion from 1783 to 1898.
3. a. Did the U.S. expand across the continent with incredible speed? Explain.
   b. How did U.S. expansion affect relations with other nations - France? England? Spain? Mexico?

Enrichment:

Students can prepare extra-credit reports from library materials on famous Western personages, e.g., Kit Carson, John C. Fremont, and pivotal events, e.g., the Gold Rush of 1849. For those with home VCR's, such films as "Jeremiah Johnson" are in general release. For those with artistic abilities, room decoration, e.g., maps, drawings, are appropriate. Reports stemming from museum exhibit visits are also in order.

TOPIC 20: *Settlement of the Northwest Territory*

Aim: How did the federal government assist Western settlement?

Performance Objectives: Students will be able to:

- identify an outline map of the Northwest Territory (of 1783) and know the five states developed from that territory
- state the main provisions of the Congressional Ordinances of 1785 and 1787 (the Northwest Ordinance)
- discuss the importance of the role of Congress in providing for the orderly settlement of the Northwest Territory and, ultimately, all the territories acquired after 1783
- note the effect on population growth in the Northwest of federal land policies

Materials:

- MS DOS computer lab (color)
- software: Scholastic PFS: U.S. History Database - Frontier
- photocopied outline map of the U.S. Northwest Territory (1783)
- geopolitical wall map of the present United States
- textbook chapter/section assigned for previous reading

Motivation:

Hang the geopolitical wall map of the U.S. on the front board:

Have students describe the boundary differences between the original 13 states and such Western states as the Dakotas, Colorado, Kansas, New Mexico, and Wyoming. Why do you think the Western state borders are so regular, the states themselves almost square in shape? Do you think the federal government had major reasons for controlling the development of the territories? How do you think the territories finally had the opportunity to become states?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the topic "The Northwest Territory"; Congressional responsibility for administering the sale of land, in the Northwest; and, for controlling a territory's political progress towards statehood.

   Challenge the students to chart the progress of the territory into five states; and, to analyze the role of the Congress in making the Federal government responsible for U.S. expansion.

   Explain to students that they will utilize a data-based computer file to complete the intent of the lesson aim. Explain that the computer requires specific reference inputs in order to respond with the necessary data. Using the photocopied outline map and geopolitical wall map, develop a major topic heading and minor topic headings in order for students to access information on the Northwest Territory. Review with students events associated with the settlement of the Northwest Territory, e.g., Treaty of Paris (1783), Jay's Treaty, the Battle of Fallen Timbers.

2. Develop with students an appropriate file mechanism to display derived data, e.g., time line, spreadsheets. Confirm essential data to be utilized, e.g., dates, population statistics, important events, laws developed, important persons associated with settlement. Discuss possible cross-reference system for student access to relevant data.

3. Remind students of the correct method for handling disks. After date, time and "file" booting requirements are completed in drive "A" (where required by computer), have student load Scholastic Database U.S. Frontier, into drive "B". With "pfs:File Main Menu" on screen, instruct students to select option "4" and type B:Frontier after Search/Update. A second menu will appear on the screen which allows the students to retrieve specific data upon insertion of their chosen headings in front of the word "Topics". Advise students that once initial data is secured, this data inserted in front of menu items, e.g., "Year", "Event", will secure access to furthur data sections. Also advise students that additional data can be accessed with each data section by using the "page down" (PgDn) key. A second use of this key will allow the student to access the source material for the retrieved data.

4. The computer-directed instruction starts with accessing data relevant to assertion by the Congress of control over the Northwest Territory. The teacher will provide students with a board outline of additional statutes of the Northwest Ordinance (1787). The students proceed to work interactively with the computer and the teacher to compile data on the settlement and development of the Northwest Territory. The teacher can assist with developing additional specific reference inputs for student computer searches. The instructions for operating the software appear on the screen and allow student groups to work at their own pace. The teacher should advise students to use the "escape" key to return to the "Frontier" program outline to facilitate their search through the data sections.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time 10-15 minutes. A teacher-directed review of accessed data will allow students with incomplete files to obtain needed data. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches and remind the students to put the diskettes into the protective covers carefully without touching the recording surface.

Summary:

1. Why did settlers begin pouring into the Northwest Territory? How did this affect other lands west of the Appalachians? Who were some of the famous frontiersmen/pioneers involved in this movement West?
2. How did Congress use the Northwest Ordinance (1787) to control the process of evolution from territory to statehood?
3. Why can we state that the Congress probably stimulated the growth of population in the territory?

4. How did President Washington increase the influence of the Federal government in the Northwest?
5. What role did native Americans play in the settlement of the Northwest Territory. Explain Chief Blackhawk's statement, at his surrender, "I love my village, my cornfields, my people. I fought for them."
6. How did the settlement of the Northwest Territory prepare the way for further settlement west of the Mississippi River.

Homework:

1. Complete the photocopied outline map filling in the states formed out of the Northwest Territory, the new treaty border established by Secretary Rush with England.
2. Prepare the finished time line (or spreadsheet) detailing specific chronological and census statistics. Include cross-references for specific events, e.g., the Battle of Fallen Timbers, and historic personages.
3. a. State the major provisions of the Northwest Ordinances of 1785 and 1787.
   b. How did these ordinances create the pattern for expansion and development of the U.S.?

Enrichment:

Students should prepare for their time line an outline of the Ordinance of 1785 which detailed the Congressional plan for establishing townships in the Northwest Territory by the survey method. Students can do library and museum research on the Native American tribes of the Northwest and Northeast forests of the United States. A committee-prepared Native American tribal map for classroom display would also prove educationally positive.

TOPIC 21: *The Louisiana Purchase*

Aim: Why was the Louisiana Purchase a "great bargain"?

Performance Objectives: Students will be able to:

- recognize the boundaries of the Louisiana Purchase on an outline map and identify some of the states admitted from the territory subsequent to its purchase
- discuss the minor crisis engendered by President Jefferson's decision to make the purchase without direct Constitutional authority
- understand the major role played by Napoleon Bonaparte in this dramatic windfall for the U.S., and the relationship of the U.S. to a Europe caught up in the events of the Napoleonic Era
- interpret the geographic, political, and economic implications, for the U.S., of this significant increase in the size of the nation
- identify the major explorations undertaken to map this new territory and the persons involved in these explorations

Materials:

- MS DOS computer lab (color)
- software: Scholastic PFS: U.S. History Database - Frontier
- photocopied outline map of the U.S. by territorial acquisition
- geopolitical wall map of the present U.S.
- textbook chapter/section assigned for previous reading

Motivation: Place the following on the chalkboard:

> "You Americans have made a great bargain. I'm sure that you will make the most of it." French Minister (to Robert Livingston:1803)

What do you think Napoleon's Minister meant by this remark to Robert Livingston? Make reference to the fact that neither the French nor the Americans knew the dimensions of the territory that was changing hands. Why did President Jefferson seize an opportunity which went against his strict constructionist views? Why would all Americans applaud this sudden turn of events? How would the nation as well as individuals benefit?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the topic "The Louisiana Purchase", the purchase, exploration, and development of the Louisiana Territory.

   Challenge the students to analyze the dispute between the Congress and President Jefferson over this acquisition; and, discuss the geographic and economic implications of the purchase for the future of the U.S.

2. Remind students of the correct method for handling disks. After date, time and "file" booting requirements are completed in the "A" drive

(where required by the computer), have students load Scholastic Database "U.S. Frontier" into "B" drive. With "pfs:File Main Menu" on the screen, instruct students to select option "4" and then type "B:Frontier" after Search/Update. A second menu or blank program will appear which allows the students to retrieve specific data upon insertion of their chosen headings in front of the word "Topic". Advise students that once initial data is secured, this new data inserted in front of menu program items, e.g., "Year", "Event", will secure access to furthur data sections arranged for cross reference. Also advise students that additional data from each data section can be accessed by using the "page down" (PgDn) key. Pressing this key twice will allow the student to access the source material for the displayed data.

3. The computer-directed instruction starts by displaying data relevant to the exploration and settlement of the Louisiana Territory. The teacher will develop with the students an appropriate mechanism, e.g., time line, spreadsheets, graph, to arrange essential data in a coherent historical format which can cross-reference dates, area, population statistics, and events. Starting from a fixed time point, 1803, the teacher can guide student interaction with the computer data base. The teacher can also assist students to develop additional specific reference inputs to determine through search procedures, the location of all relevant data sections. Individual computer displays allow the student groups to work at their own pace. Specific data concerning European affairs during the Napoleonic Era, and the relationship of the U.S. to the course of events in Europe, can be provided by the teacher through simultaneous review and board outline.

4. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time 10-15 minutes. A teacher-directed review of accessed data will allow students with incomplete files to obtain needed data. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches and remind the students to put the diskettes into their protective covers carefully without touching the recording surface.

Summary:

1. Why was New Orleans vital to American farmers on the western slopes of the Appalachian Mountains? Why did Spanish possession of New Orleans cause these farmers unnecessary concern?
2. How did swiftly moving events in Europe and the Caribbean force Napoleon Bonaparte to offer to sell all of the Louisiana Territory to the United States? Why was the conclusion of this negotiation a "great bargain" for the United States?
3. What moved President Jefferson to go against his strict constructionist views and negotiate the purchase of New Orleans from Napoleon?
4. Why did the names of Meriwether Lewis, William Clark and Zebulon Pike find their way into the history books? What was the result(s) of their expeditions?
5. Did the Louisiana Purchase have an immediate effect on land-hungry American farmers? What did the territory contribute to the U.S., over the next 60 years, in the way of new states? population growth? vital resources?

Homework:

1. Complete the xerox outline map, filling in the states formed out of the Louisiana Territory.
2. Complete the assigned time line (or spreadsheet) detailing specific data relating to the purchase, exploration and development of the Louisiana Territory.
3. a. Why did President Jefferson believe that it was essential for the U.S. to acquire the Louisiana Territory?
   b. Why did this purchase prove to be one of the greatest bargains in US. history?

Enrichment:

Students can do extra-credit reading in the biographies of major figures connected with the Louisiana Purchase by the U.S. and the territory's subsequent history, e.g., Thomas Jefferson, Napoleon Bonaparte, Robert Livingston. The journals of the Lewis and Clark expedition provide interesting reading. Students with a VCR might obtain for home/class showing the film "Lewis And Clark", starring Charlton Heston.

TOPIC 22: *The Oregon Settlement*

Aim: Was the Oregon Settlement just?

Performance Objectives: Students will be able to:

- identify an outline map of the Oregon Territory (1846) and know the states developed from that territory
- state the main provisions of the Treaty of 1846 and understand its implications for U.S. - English (Canadian) relations
- discuss the importance of the concept of "Manifest Destiny" upon the thinking of President James K. Polk in his aggressive Oregon policy
- discuss the extent to which the movement West had become a popular idea captivating the imagination of the American people
- identify persons who became part of the history of the exploration and settlement of the Oregon Territory, e.g., Captain Robert Gray, Lewis and Clark, John Jacob Astor, Marcus Whitman, Eliza Spaulding

Materials:

- MS DOS computer lab
- software: Scholastic PFS: U.S. History Databases - Frontier
- xerox outline map of the Pacific Northwest (1846)
- geopolitical wall map of the present United States
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard:

"54° 40' OR FIGHT" "ALL OF OREGON OR NONE"
James K. Polk Campaign Slogans (1844)

What do these slogans tell us about James K. Polk's ambitions for the United States? Would he have been an advocate of Manifest Destiny? Why did Americans claim to have the greatest right to own Oregon? Refer briefly to the national claims put forward by Russia, Spain and England to the Oregon Territory. Would it be fair to say that James Polk understood the mood of the American people? Is it fair to state that the American people had already laid claim to Oregon by 1846?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the topic "The Oregon Settlement", the exploration, settlement, acquisition and development of the Oregon Territory by the U.S.

   Challenge the students to analyze the peaceful accord reached between England and U.S., dividing the Oregon Territory; and, to assemble and analyze the statistics detailing Oregon's development towards statehood.

2. Develop with the students an appropriate file mechanism neccessary to retention of accessed data, e.g., notes, time line, spreadsheets. Confirm essential data to be developed and stored, e.g., key dates, population statistics, financial arrangements, historic personages, events, miscellany. Discuss with the students the possibilities of cross-reference systems for ease of data retrieval (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disk in drive "A" (where required). After date, time and file requirements are complete, load Scholastic Database "U.S. Frontier" into "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and type "B:Frontier" after "Search/Update. A second menu/ program outline will appear on screen to allow students to retrieve specific data sections upon insertion of a topic phrase in front of the word "Topic". Advise students that all data sections pertinent to their topic will follow the first section retrieved, but not neccessarily in chronological order. Also advise students that each data section consists of three pages and these can be accessed by depressing the "page down" (PgDn) key following retrieval of the first page. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevant to the exploration and settlement of the Oregon Territory. The teacher may maintain a board outline to provide students with a chronological guide and to add enrichment to the programmed data. The students proceed to work interactively with the computer and teacher to compile data on the exploration, settlement, and eventual controversy with England over national ownership of the territory. The teacher can assist students to develop a pool of specific topic phrases in order to widen the search for relevant data sections. The instructions for operating the software appear on the screen and allow students to work at their own pace. The teacher should advise students on the use of the "escape" (Esc) key to facilitate their retrieval search.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time 15-20 minutes. A teacher-directed review of accessed data will allow students with incomplete files to obtain needed data. Instruct students to turn off the computer and monitor power switches and remind students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why and when did Americans begin to undertake the hazardous journey over the Oregon Trail to the Pacific Northwest? Which obstacles, human and geographic, made the journey hazardous? Discuss the leadership role fur trappers and missionaries played in the process of exploration and settlement.
2. Why were U.S. claims to the Oregon Territory disputed by the governments of England, Russia, Spain and France? Whose claim had the greatest validity? How were some of these claims satisfied?
3. When did Oregon pioneers begin to demand U.S. intervention in Oregon? How did the Congress respond to these demands? Was the Joint Occupation Agreement of 1818 a satisfactory solution?

4. How did the presidential election campaign of 1844 almost bring the U.S. and England to the brink of war? How did the U.S. and England resolve their differences over Oregon?
5. Why did the Oregon controversy fit the mood of America's people and leaders in the 1840's? How do you think America's people and leaders would handle this controversy today?

Homework:

1. Complete the photocopied outline map filling in the states formed out of the Oregon Territory and the new treaty border established by the Treaty of 1846.
2. Complete the time line (or spreadsheet) which details specific data compiled from the program data sections.
3. a. Was President James K. Polk chiefly responsible for the U.S. acquisition of the Oregon Territory? Explain.
   b. What role did the fur trappers and pioneers like John Jacob Astor and Eliza Spaulding play in the exploration and settlement of the Oregon Territory?

Enrichment:

Students can prepare extra-credit reports from library materials, whether accounts of the hardships of the Oregon Trail or biographical materials on personages connected with the exploration, settlement and political resolution of conflicting U.S. and English claims. Of particular interest to some students may be library and museum research on the Native American tribes of the Pacific Northwest.

TOPIC 23: *The Annexation of Texas*

Aim: Was the annexation of Texas justified?

Performance Objectives: Students will be able to:

- identify an outline map of the Lone Star Republic
- identify and discuss the historical personages and events which captured the imagination of the American people during one of the most dramatic episodes in their history, e.g., Sam Houston, James Bowie, Davy Crockett, Santa Ana, the Alamo Mission, the massacre at Goliad, the Battle of San Jacinto
- discuss what importance the spirit of Manifest Destiny may have played in the Texan revolt against Mexico (the Texas War for Independence)
- analyze the inability of the United States Senate to act upon the Lone Star Republic's petition for statehood for nine years
- compare the Lone Star Republic's "critical period" (1836-1845) with that of the United States (1783-1787)

Materials:

- MS DOS Computer Lab
- software: Scholastic PFS:U.S. History Database - Frontier
- photocopied outline map of the territory of Texas (1836)
- geopolitical wall map of the present United States
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard:

"For every wound and every thrust...
A Mexican shall bite the dust,
Remember the Alamo!"
Refrain:Song (1836)

What was the Alamo? Why did the defense of the Alamo Mission, and the cry, "Remember the Alamo", draw the support of the U.S. behind the Texicans (Texas-Americans) in their revolt against Mexico? When did Americans begin to settle in Mexico? Who or what brought them there? Why didn't the Americans become loyal citizens of their new country? Refer briefly to the cultural differences between the United States, whose principal founders were English, and the new Mexican republic, a former Spanish colony. Was the Texican revolt against Mexico merely another example of Manifest Destiny at work?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the heading "Texas War of Independence", the settlement of Texas, the revolt against Mexico, and subsequent annexation by the U.S.

Challenge the students to support the Texicans' reasons for revolt against the Mexican government; and, to outline the geographic and economic importance to the U.S. of its acquisition of Texas.

2. Develop with the students an appropriate file mechanism necessary for retaining accessed data, e.g., notes, time line, spreadsheets. Confirm essential data to be developed and stored, e.g., key dates, population statistics, historic personages and events, miscellany. Discuss with the students the possibilities of cross-reference systems for later ease of data retrieval (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disk in drive "A" (where required). After date, time and file requirements are complete, load Scholastic Database "U.S. Frontier" into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Frontier" after the phrase "Search/Update". A second menu/program outline will appear on screen to allow students to retrieve specific data sections after insertion of a topic phrase in front of the word "Topic". Advise students that all data sections pertinent to their topic will follow the first section retrieved, but not necessarily in chronological order. Also advise students that each data section consists of three pages and that these can be accessed by using the "page down" (PgDn) key following retrieval of the first page. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevant to the settlement of Texas. The teacher may maintain a board outline to provide students with a chronological guide and to add material not covered by the programmed data sections. The students proceed to work interactively with the computer and the teacher to compile data on the settlement of Texas and the eventual controversy between the American immigrants and the Mexican government. The teacher can assist the students in developing a pool of specific topic phrases in order to widen the search for relevant data sections. The instructions for operating the software appear on the screen and allow students to work at their own pace. The teacher should advise students on the use of the "escape" (Esc) key to facilitate their data-base section search.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will allow students with incomplete files to obtain needed data. Instruct students to turn off the computer, monitor and power switches, and remind students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why was Mexico willing to invite Americans to settle in northern Mexico (Texas)? How did the Austins, Moses and Stephen, facilitate the settlement of American families in Texas?
2. What cultural factors brought the American settlers and the Mexican authorities into conflict? Did Manifest Destiny play a role in this conflict?

3. Why did Americans continue to pour into eastern Texas despite increased hostility from the Mexican government?
4. Were the Americans without any further remedy when they declared their independence from Mexico? Could the Mexican government have done more to prevent a war with the American settlers?
5. Why did the defense of the Alamo mission and the Goliad massacre capture the imagination of the American people and win sympathy for the cause of the Texicans?
6. Can Sam Houston be compared with George Washington? Explain.
7. How did some Americans play a role in the Texas War for Independence, e.g., Davy Crockett?
8. Why did the Senate reject the Texas petition for statehood?
9. Did independence present problems for the Lone Star Republic?

Homework:

1. Complete the photocopied map of the territory of Texas (1836).
2. Complete the prepared data form (time line, spreadsheet) detailing specific information compiled from the program's data sections.
3. a. Was the Texas War of Independence a result of Mexican politics or Manifest Destiny? Or a combination of both? Explain.
   b. Why did Texas wait nine years for U.S. annexation?

Enrichment:

Students can prepare extra-credit reports from library materials dealing with biographic studies of historic personages connected with the settlement of Texas or with the Texas War for Independence. Students with VCRs can preview scenes from the film "The Alamo". Those students with artistic inclinations can draw scenes from early Texas life; a diorama construction of the Alamo mission for classroom exhibition might prove interesting. An updated committee study of the contributions of Mexican-Americans to the development of modern Texas might serve to balance student understandings of Texas life and history.

TOPIC 24: *The Mexican Cession*

Aim: Is the Mexican War an example of Manifest Destiny?

Performance Objectives: Students will be able to:

- identify an outline map of the Mexican Cession and California
- identify and discuss the importance of historic personages and events involved with the United States war with Mexico (1846-48), e.g., President James K. Polk, Abraham Lincoln, John Slidell, Zachary Taylor, Winfield Scott, Stephen Kearney, John C. Fremont, the battles of Buena Vista and Mexico City, the Treaty of Guadaloupe-Hidalgo, the Bear Flag Republic
- analyze President James K. Polk's aggressive nationalism in seeking a war with Mexico after the failure of the Slidell mission
- understand Mexican fears that the United States might stop at nothing to gain more Mexican territory
- explain the terms of the Treaty of Guadaloupe-Hidalgo; understand the treaty's implications for the development of the U.S. geographically, politically, and economically

Materials:

- MS DOS computer lab
- software: Scholastic PFS: U.S. History Database - Frontier
- photocopied outline map of the Mexican Cession and the territories making up this region ceded by Mexico
- geopolitical wall map of the present United States
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard:

"The Spot Resolution"

Explain that Congressman Abraham Lincoln introduced a resolution in the House of Representatives demanding the President specify the precise "spot" on Texas soil that American blood was shed by Mexican troops. Did the United States have sufficient reason to declare war on Mexico in 1846? Was the right entirely on the side of Mexico in declaring the annexation of Texas by the U.S. an act of war?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the heading "The Mexican War", the causes, major battles, and results of the U.S. war with Mexico (1846-1848).

   Challenge the students to justify President Polk's claim that the war with Mexico was necessary to the defense of the U.S.; and, to outline the main provisions of the Treaty of Guadaloupe-Hidalgo and its meaning to U.S. expansion.

2. Develop with the students an appropriate file mechanism necessary to retain accessed data, e.g., notes, time line, spreadsheets. Confirm essential data to be stored by the students, e.g., key dates, historic personages and events, states eventually admitted from the territory gained from Mexico, miscellany. Discuss with students the possibilities of cross-reference systems for later ease of review.

3. Remind students of the correct method for handling disks. Load booting disk in drive "A" (where required). After date, time and file requirements are complete, load Scholastic Database "U.S. Frontier" into the "B" drive. With "pfs: File Main Menu" on screen, instruct students to select option "4" and then type "B:Frontier" after the phrase "Search/Update". A second menu/program outline will appear on screen to allow students to retrieve specific data sections after insertion of a topic name or phrase in front of the word "Topic". Advise students that all data sections will follow the first section retrieved, but not necessarily in chronological order. Also, advise students that each data-base section consists of three pages and that pages 2 and 3 can be access by using the "page down" (PgDn) key. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevant to the causes of the Mexican War. The teacher may maintain a board outline to provide students with a chronological guide and to add material not covered by the programmed data-base sections. The students proceed to work interactively with the computer and the teacher to compile data on the Mexican War and the settlement of California. The teacher can assist the students to develop a file of specific topic phrases in order to widen the search for relevant data sections. The instructions for operating the software appear on the screen and allow students to work at their own pace. The teacher should advise students on the use of the "escape" (Esc) key to facilitate their data-base section search.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will allow students with incomplete files to obtain needed data. Instruct students to turn off the computer, monitor and power switches, and remind students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why did the Senate finally break its impasse over the annexation of Texas? Did Senate approval of annexation precipitate the Mexican War?
2. Were the Mexicans correct in flatly rejecting John Slidell's attempt to negotiate the sale of Texas and Mexico's northwestern territory?
3. How did President Polk hope to use the dispute over the Texas-Mexican border to force a war declaration against Mexico out of the Congress? Why did Mexico contest the disputed border with military force instead of negotiation?
4. Why was the Mexican War one of the more successful wars for the United States? How did Stephen Kearney, along with John C. Fremont, capture all of California?

5. Did the Treaty of Guadaloupe-Hidalgo go a long way towards satisfying President Polk's ambitions for the United States? Exactly how much and to what extent did the United States benefit from the Treaty?
6. With the discovery of gold near Sacramento in 1849, why did California swiftly become bound up in the history of the U.S.?
7. How did the reputation of the United States fare in Latin America after the Treaty of Guadaloupe-Hidalgo?
8. How many states were finally admitted from the territory taken from Mexico? What other benefits, political and/or economic were gained by the U.S.? Were there any negative outcomes to this great land gain?

Homework:

1. Complete the photocopied map of the Mexican Cession. Draw in the states derived from this territory subsequently.
2. Complete the notes (or other prepared data-base form - time line, spreadsheet) detailing specific information compiled from the Scholastic Database disk.
3. a. State and explain the cause of the Mexican War (1846).
   b. State the geographic extent of the Mexican Cession. How did the U.S. gain from this acquisition?

Enrichment:

Students can prepare extra-credit reports from library materials dealing with biographic studies of historic personages connected with the Mexican War and the annexation of California. Students interested in military history might prepare reports for classroom presentation on the campaigns of Taylor, Scott and Kearney, detailing the Battle of Buena Vista and the bloody battle to capture Mexico City.

TOPIC 25: *Transportation West - The Pioneer Experience*

Aim: How did Americans move westward?

Performance Objectives: Students will be able to:

- identify on an outline map the major routes used by pioneers in the great movement of Americans west (1820-1860)
- identify and discuss the importance of historic personages, major overland routes, and events involved in one of the seminal experiences of 19th Century America, e.g., the Oregon and Santa Fe Trails, the Conestoga Wagon, steamboat and railroad routes, Kit Carson, John C. Fremont
- discuss the role of fur trappers, gold and silver miners, and adventurers in opening the western territories to homesteading families

Materials:

- MS DOS computer lab
- software: Scholastic pfs: U.S. History Database - Frontier
- topographic outline map of the United States showing major rivers, mountain ranges, and pioneer trails to the West
- full color political and topographic wall map of the U.S.
- textbook chapter/section assigned for previous reading

Motivation:

Inform students that the Federal census reveals that 1/3 of Americans move each decade since W.W. II, that the 'life' of the average home mortgage is seven years, that Americans are among the most mobile people in the world. Begin a discussion of individual American economic values. What are Americans looking for that they move around so much? Was this any different in the 19th Century? What were Americans looking for back then and where did they think they would find what they were looking for?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the heading "Transportation West", the major overland routes, methods of transportation, and historic personages crucial to the pioneer movement from the Mid-West to California and Oregon.

   Challenge the students to analyze major reasons for the great migration of Americans to the Pacific Coast; and to understand the great hardships of the overland journey.

2. Develop with the students an appropriate file mechanism needed to retain accessed data, e.g., notes, time line, spreadsheets. Confirm which data is to be stored - key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for later ease of review (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disk in drive "A" (where required). After date, time and file requirements are complete, load Scholastic Database "U.S. Frontier" into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Frontier" after the phrase "Search/ Update". A second menu/program outline will appear on screen. Students will now type their topic heading(s) after the word "Topic" in order to retrieve specific data sections. Advise students that all data sections pertaining to the topic will follow the first section displayed, but not necessarily in chronological order. Also, advise students that each data-base section consists of three pages and that pages 2 and 3 can be accessed by using the "Page Down" (PgDn) key. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevant to the Federal government taking an active roll, at the urging of Henry Clay and his American System, in improving East-West roads. The teacher may maintain a board outline to provide students with a chronological guide and to add material not covered by the program. The students proceed to work interactively with the computer and the teacher to compile data on the development of transportation westward. The teacher can assist the students to develop a pool of specific topic headings in order to widen the search for relevant data-base sections. The instructions for operating the software appear on the screen and allow students to work at their own pace. The teacher should advise students on the use of the "escape" (Esc) key to facilitate their data-base section search.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 15-20 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to obtain needed data. Instruct students to turn off the computer and monitor power switches, and remind students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. How did Henry Clay's American System influence the Congress to support transportation development?
2. Why was the National Road a significant contribution to East-West freight and passenger traffic? What was the result of its swift extension, in stages, to Illinois?
3. What was the result of a frenzy of highway and canal construction between 1815-1845? Was it significant that state governments joined the Federal government in financing road and canal construction?
4. When did railroads become statistically significant in East-West traffic? Was President Lincoln correct in supporting the Pacific Railroad Act which provided funds for a transcontinental railroad?
5. Why was Independence, Missouri called the "jumping off" point? What was the importance of the Oregon Trail? the Santa Fe Trail? How soon did regular mail service commence between St. Louis and San Francisco?
6. How did the native American tribes of the Great Plains react to the increasing hoards of Americans crossing their traditional hunting grounds? How did the Federal government move to handle this situation?

Do you agree with the Federal "solution"? What was to be the long-term result of Indian-White antagonisms?

Homework:

1. Complete the topographic outline map of the U.S. Draw in the major highway, canal and railroad routes moving Americans and their freight from East to West.
2. Complete the notes, or other prepared home study device (time line, spreadsheets) detailing specific information compiled from the Scholastic Database disk and teacher's board notes.
3. a. Why did the Federal and state governments support highway, canal, and railroad building activities?
   b. How did the Pacific Railroad Act affect the Western development of the U.S.?

Enrichment:

Students can prepare extra credit reports from library and museum materials dealing with biographic studies of historic personages connected with the transportation revolution in the U.S. as it pertained to the great population movement West. Many studies have been published concerning life on the canals, highways, and pioneer trails to the Far West. The Railroad Era remains a source of romance for books and films. The life and culture of the Plains Indians, particularly where it concerns their relationship to the great migratory herds of American bison, is also still a source of fascination to many writers, anthropologists and historians.

TOPIC 26: *Clearing the Northwest for Settlement*

Aim: Did the 1812 War stimulate the Pioneer Era?

Performance Objectives:

- identify on an outline map the Great Lakes and Ohio River Valley regions of the U.S.
- identify and discuss the importance of historic personages, major topographical features, key events and battlefields of the War of 1812 associated with the Old Northwest, e.g., President James Madison, William Henry Harison, the War Hawks, Fallen Timbers, Tecumseh
- explain the British attempt to hold onto its tier of outposts south of the Great Lakes, and its continued agitation of the Native American tribes against the inroads of American settlements
- analyze the importance of the War of 1812 in providing the U.S. with 100 years of relative isolation from world affairs, time in which to pursue its national destiny; interpret what this would mean to those Native American tribes living west of the Mississippi River, and those regions still in the hands of European nations, e.g., Texas, Oregon, California

Materials:

- MS DOS computer lab
- software: Scholastic PFS:U.S. History Databases - Frontier
- topographic outline map of the Great Lakes and Ohio River Valley regions
- full color political and topographic wall map of the U.S.
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard:

> "...the conduct of her (England's) government presents a series of acts hostile to the United States"
>
> President James Madison: War Message (June, 1812)

What did President Madison mean by "acts hostile to the United States"? Review with students elements of the causes of the War of 1812. Why should these problems, the Napoleonic Wars and U.S. attempts to remain neutral, trouble farmers seeking to settle further west? Why were settlers' complaints grain for the War Hawks' grist mill? How did England's violation of the spirit of Jay's Treaty further agitate the concerns of Congress? Why did William Henry Harrison become the hero of the Old Northwest?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the topic "The 1812 War", the effects of the war with England in substantially reducing the power of Indian tribes in the Northwest Territory and securing the territory against a continued English presence.

Challenge the students to identify important aspects of the 1812 War which contributed to the development of an increased migration to the West; and, aspects of the War which left the U.S. free to pursue its ideal of Manifest Destiny.

2. Develop with students an appropriate file mechanism to retain processed data, e.g., notes, time line, spreadsheets. Confirm which data is to be retained, e.g., key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for ease of data review (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disks in drive "A" (where required). After date, time, and file requirements are complete, load Scholastic Database "U.S. Frontier into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Frontier" after the phrase "Search/Update". A second menu/program outline will appear on screen. Students will now type their topic headings after the word "Topic" in order to retrieve specific data-base sections. Advise students that all data-base sections pertaining to their topic will follow after the first section displayed, but not necessarily in chronological order. Advise students that each data-base section consists of three pages and that pages 2 and 3 can be accessed by using the "page down" (PgDn) key. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevant to battles fought along the U.S.-Canadian border around Lake Erie. The teacher may maintain a board outline to provide students with a chronological guide and to add data not included in the program. The students proceed to work interactively with the computer and the teacher to complete a review of data-base sections on the topic. The teacher can assist the students to develop a pool of topic headings for data-base retrieval as they work. The instructions for operating the software appear on the screen allowing students to work at their own pace. The teacher should advise students on the use of the "escape" (Esc) key to facilitate their use of the software.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why did the Western Congressmen, particularly the leaders of the War-hawks, bring public pressure to bear concerning settlers' problems in the Ohio River Valley and southern Great Lakes region?
2. How did the occasion for a war with England serve the ambitions of land-hungry farmers as well as the War Hawks? What problems remained in the Northwest Territory to continue to make settlement there hazardous at best?
3. What factors finally led the U.S. and England into a war the U.S. was not prepared for and the English did not want? How divided were Americans over fighting a war with England? Review Henry Adams' remark that New

England merchants gave more support to British forces in Maine than to the U.S. government.

4. Although the failure to annex Canada disappointed War Hawk ambitions, the battles of Tippecanoe and the Thames delighted Americans in general. Why was that?
5. How did the Treaty of Ghent finally end 30 years of British contempt for U.S.-Canadian border lines around the Great Lakes? Why did the Rush-Bagot Treaty (1818) further strengthen U.S. territorial rights in the Old Northwest?
6. Why did the Treaties of Ghent and Rush-Bagot serve as a major impulse for unlimited western settlement? Is there a cause-and-effect relationship between the securing of international peace after 1814 and the Amercan seizure of all the territory west of Louisiana by 1848? Explain.

Homework:

1. Complete the topographic outline map of the Great Lakes and Ohio Valley regions.
2. Complete the notes (or other home-study material - time line, spreadsheet) compiled from the Scholastic Database and teacher's board notes.
3. a. Why did the War Hawks demand a Federal presence in the Ohio River Valley and Northwest Territory?
   b. Why did the War Hawks believe a war with England would strengthen U.S. control of the Western frontier? Were they proven right?

Enrichment:

Students can prepare extra-credit reports from library research on historic personages and events connected with the 1812 War and the securing of the western frontier for the great pioneer movement of the decades following the end of the war.

TOPIC 27: *The Florida Cession*

Aim: Why did the United States acquire Florida?

Performance Objectives: Students will be able to:

- identify an outline map of the Florida peninsula and adjacent regions, water bodies and islands
- identify and discuss the importance of historic personages and events, historical statistical data, treaties, e.g., the Adams-Onis Treaty, and miscellany associated with the U.S. acquisition of Florida
- explain the role General Andrew Jackson played in almost single-handedly forcing the Spanish sale of East Florida to the U.S.
- analyze the acquisition of Florida in the context of Manifest Destiny
- discuss the geopolitical implications the acquisition of Florida had, placing the U.S. adjacent to the islands of the Caribbean, for future territorial ambitions of the U.S.
- note the cause-and-effect relationship between the demands of regional leaders and the response of the Federal executive and legislature, e.g., The Philomen Thomas Insurrection

Materials:

- MS DOS computer lab
- software: Scholastic PFS:U.S. History Database - Frontier
- topographic outline map of the Florida peninsula and adjacent regions, water bodies and islands
- full color political and topographic wall map of the present U.S.
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard: "PATRIOT"

Have the class define the meaning of the term. Relate the story of General Andrew Jackson's unauthorized crossing into Spanish Florida, in international law an act of war, and his subsequent hanging of two British arms dealers, who were supplying the Seminoles with weapons; an act which brought severe reprimands from the English foreign secretary. Was General Jackson demonstrating Spain's inability or indifference to either control the Seminoles or protect U.S. citizens? Was Jackson forcing President Madison's hand or was the annexation of Florida inevitable? Did Florida have any overriding importance to the U.S. aside from the Seminole problem and the possibilities for land speculators?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the topic "The Florida Cession," the acquisition of Florida (1819) by the U.S. following General Andrew Jackson's unauthorized invasion.

Challenge the students to justify Andrew Jackson's invasion of Spanish Florida; and, to outline the geographic and economic importance of Florida to the young nation.

2. Develop with students an appropriate file mechanism needed to retain accessed data, e.g., notes, time line, spreadsheets. Confirm which data is to be retained, e.g., key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for ease of data review (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disks in drive "A" (where required). After date, time, and file requirements are complete, load Scholastic Database "U.S. Frontier into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Frontier" after the phrase "Search/Update". A second menu/program outline will appear on screen. Students will now type their topic headings after the word "Topic" in order to retrieve specific data-base sections. Advise students that all data-base sections pertaining to their topic will follow after the first section displayed, but not necessarily in chronological order. Advise students that each data-base section consists of three pages and that pages 2 and 3 can be accessed by using the "page down" (PgDn) key. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevant to the 1st Seminole War and General Jackson's unauthorized incursion into Florida. The teacher may maintain a board outline to provide students with a chronological guide and to add data not included in the program. The students proceed to work interactively with the computer and the teacher to complete a review of data-base sections on the topic. The teacher can assist the students to develop a pool of topic headings for data-base retrieval as they work. The instructions for operating the software appear on the screen allowing students to work at their own pace. The teacher should advise students on the use of the "escape" (Esc) key to facilitate their use of the software.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why did farmers in the Mississippi River Valley increasingly seek the annexation of West Florida after the Louisiana Purchase (1803)?
2. Was the annexation of West Florida (in two stages:1810, 1813) an outright grab by President Madison's government? Did Philemon Thomas' insurrection have any real legitimacy?
3. Why did Florida remain a source of constant friction between the United States and Spain? Was Spain, at this time in its history, helpless to do more than it was doing?
4. Why was Andrew Jackson sent to the Georgia-Florida border? Was this act one of the more clever moves of Madison, given Jackson's established reputation as headstrong and ruthless?

5. Did General Jackson, more than any other government official, bring the Spanish to the negotiating table? How did Madison soothe the ruffled feathers at the British foreign office?
6. What were the terms of the Adams-Onis Treaty? Did the U.S. once again secure another land bargain?
7. Why was the subsequent handling of the Seminole Indians, and the 2nd Seminole War, another dark chapter in U.S.-Native American relations? Could the Federal government, given the attitudes of the 1800's, have handled Indian affairs in a different manner?

Homework:

1. Complete the topographic outline map of the Florida peninsula.
2. Complete the notes (or other prepared home-study device - time line, spreadsheets) detailing specific information compiled from the Scholastic Database and the teacher's board notes.
3. a. Was Florida not so much ceded to the U.S., by Spain, as annexed by the U.S.?
   b. Why was Florida an important acquisition?

Enrichment:

Students can prepare extra-credit reports from library sources dealing with historic personages and events connected with the annexation of West and East Florida. Classroom reports derived from museum exhibits on Seminole history and culture might prove stimulating.

TOPIC 28: *The American Civil War and Reconstruction - I*

Aim: How did Lincoln react to certain issues within his adult political life?

Performance Objective: Students will be able to:

- identify with the life and times of Abraham Lincoln
- explain the major decisions Lincoln faced as President
- describe his early life and times
- state Lincoln's decisions and reasoning behind them
- stimulate an understanding in the nature of decision-making practices in a democracy

Materials:

- MS DOS computer lab
- software: Lincoln's Decisions by Educational Activities
- notebook, section for Civil War, Lincoln and Reconstruction
- DOS diskette

Motivation: Question for class:

When you play a game, e.g., chess, checkers, videos, do you control the game or does the game control you?

Abe Lincoln once hinted that the times measured his moves more than the opposite. What do you suppose he meant by that?

Development:

1. When screen is on and DOS disk is in drive "A", have students press the return key twice until the "A" appears. At this time, remove DOS disk and insert the program disk. Type in the word Autoexec and program will begin. A large letter "A" will appear: The program will now begin.
2. The computer will ask for student's first name and then last name. Have them do this (press Return key after each entry) Sound is optional.
3. After this point program will display key reading sections about early Lincoln. Either read from your screen for the class or you could obtain a volunteer reader.
4. Have class choose Lincoln's early years, and briefly review his early life and times. Select a volunteer to read.
5. You will then be on your way to Part I. (There are two parts to this program along with a short vocabulary test for better understanding.)
6. The Help Menu will appear. As a class, go over the selections offered to you. Make students aware of the Help Menu and how it can help them.
7. There are seven decisions in this part along with Bonus Questions and vocabulary questions. Have students read each decision and select an appropriate answer. Make notes in your notebook of the question, decision and correct response. Write each out fully. Allow students to

make mistakes but have them record only correct answers. Machine will correct students' responses

8. If for any reason student goes off track, press the Alt, Ctrl, and Del keys, reboot disk with DOS disk and begin again. Allow 20-25 minutes for Part I of Lincoln's Decisions. After this time, collect DOS disks in protective jackets. Place program diskettes inside their jackets as well. Shut down monitor and computer power. Depending on class size, allow approximately 5-10 minutes to shut down computers and collect disks.

9. During this time, teacher may wish to do summary and instruct class on homework assignment.

10. This program is best suited for one/two students to a computer. It is also recommended for American Civil War Studies and a reading level no lower than 7th grade level. Teacher should review material before classroom use.

11. Please note: During the Bonus Section, have the students make notes in their notebooks, of the short questions and correct answers. This Bonus Section serves as reinforcement for decisions 1-7 already handled.

Summary:

1. What kind of early life did Lincoln have?
2. Why did Lincoln work against slavery, but was reluctant to abolish slavery in states where it already existed?
3. Why did Lincoln choose to supply the men and troops of Fort Sumpter rather than not?
4. Why did Lincoln choose to compromise rather than take a hard line with the South?
5. What decision would be most difficult to make today, as it was during Lincoln's time? Why?
6. What was Lincoln's ultimate goal?

Homework:

1. What is your opinion on Lincoln's decision regarding Northern terrorists? Do you agree? disagree?

2. Would you have decided differently on the slavery issue (December 6, 1862)? Why?

3. Do you believe a president today could be another Abraham Lincoln? How so?

4. Why was Fort Sumpter the site of the opening shots of the American Civil War?

5. Do you believe any of Lincoln's decisions caused the rapid development of the Civil War? Why? Identify and write an historical statement using the following five words: abolitionist, confederate, secede, emancipate, extension.

Enrichment:

1. If Lincoln had chosen not to run for a second term in 1864, how might history be changed?
2. Investigate Lincoln's political life up to the time of his assassination. How did events change with his death?

TOPIC 29: *The American Civil War and Reconstruction - II*

Aim: How did Lincoln react to key issues during his political life?

Performance Objectives: Students will be able to:

- explain personal/historical reasons behind Lincoln's choices
- state causes and effects in decision-making
- stimulate an understanding in a democratic society

Materials:

- MS DOS computer
- Lincoln's Decisions by Educational Activities software.
- notebook
- DOS diskette

Motivation:

Someone once said that the ends justify the means. What does that mean? Do you agree or disagree?

Development:

1. Insert MS DOS diskette into drive A, and press return key twice. When A> appears, remove DOS, place the program disk in the same drive, and type autoexec. Program will then start.

2. Unless otherwise stated, space bar will advance the program along.

3. Have students type in their first, then last names. Computer then runs the program on a personal basis.

4. Sound is optional.

5. Part II of this program (there are two parts) deals with decisions 8-12 of the 12 decisions of Abraham Lincoln. Allow approximately 25 minutes running time, 10 minutes review of part I (covered from previous date). Stopping and collecting disks, shutting down equipment in an orderly way should be done in 10 minutes before bell/end of period.

6. With each decision have student write down issue, choice and the correct answer. In part I there are seven issues/decisions. Part II has five. There is a final question section of ten questions that should be reviewed as part and reinforcement of lessons.

   Please note:

   In each decision, have volunteers read from their screen. Choices/Answers can be done as a class unit or as individual projects.

7. Make use of the HELP menu and familiarize the students with use of clues, maps and timetable.

8. Use summary questions as they appear within the program, or as part of the last 10 minutes of class as a reinforcement/review of work covered.

Summary:

1. Would any president today be able to handle agitators in the manner Lincoln did?
2. What do you suppose was Lincoln's reasoning behind his reaction to so-called agitators?
3. Why was Lincoln not so popular in 1864 as he was in 1861?
4. In what ways did Lincoln show himself to be a shrewd politician?
5. After a bitter Civil War, why wasn't there a "get tough" policy with the South?

Homework:

From an assigned text, read about and jot down the key man in Lincoln's cabinet. Construct a "who's who" of Abraham Lincoln's Presidency. Who were his vice presidents and the various cabinet members?

Enrichment:

- Who is Bruce Catton and how has he become such an authority on our American Civil War?
- What occurred shortly before 1864, in England, that would cause Lincoln to be called, unkindly, the Original Gorilla?

TOPIC 30: *The Civil War*

Aim: How effective was Abraham Lincoln in dealing with the crisis in the Union?

Performance Objectives: Students will be able to:

- identify and understand the major decisions made by Abraham Lincoln in his political career
- understand the vocabulary pertinent to the Civil War
- evaluate Lincoln as a president

Materials:

- Apple Computer Lab
- software: Lincoln's Decisions by Educational Activities Inc.

Motivation: Ask the students:
Was the Civil War avoidable?

Elicit from the students their understanding of the causes of the Civil War

Development:

1. Tell the students that no matter how likely conflict was, given the differences between North and South, the war could have started and continued because of political decisions made by individuals. Discuss this point.

2. Ask the students who the most important politician of this time was, and why they think so. Elicit the answer: Abraham Lincoln is the pivotal figure because his election to the presidency caused the southern states to secede from the Union.

3. Tell students that the program they will use today is a simulation of the decisions faced by Lincoln before the Civil War and during his presidency.

4. Remind the students of the correct method of handling disks. Tell them to insert the disk in Drive 1 and turn on the monitors and computer power. The program is self loading.

5. Tell the students to follow the instructions as they appear on the screen. Encourage them to use the Help option, particularly the Clues and Map options.

6. Tell the students that the object of the simulation for them is to identify the decision Lincoln made in each instance. They should keep track of their scores. Suggested time 15-20 minutes. Tell the students they should stop after the bonus questions in Part I, unless they have 10 minutes left in which to complete Part II.

Summary:

1. Define: Emancipation, Confederate, Union, Secession, Abolitionist.
2. Review each of the decisions in Part I, making sure all students understand the reason behind each correct answer.
3. Do you think President Lincoln made the decision in each case? Why or why not?
4. In your opinion, is there any decision Lincoln made that was politically correct, but morally wrong? Why or why not?

Homework:

Choose one of the decisions covered in the simulation. Write a brief summary of the decision as if you were a journalist from the North.
Do the same as if you were a journalist from the Confederacy. (Each should be a complete paragraph.)

Enrichment:

Research Lincoln's position on slavery, as shown in his speeches and his political decisions (actions). Use the evidence you have gathered to answer the following question in essay form:
"Was Abraham Lincoln an opponent of slavery?"

TOPIC 31: *The Civil War - Leaders*

Aim: How did individuals affect the course of events during the Civil War period?

Performance Objectives: Students will be able to:

- identify specific leaders in the Civil War period
- describe how individuals play a role in the movement of history
- describe the period of the Civil War through review of some of the principal actors of the time

Materials:

- Apple Computer lab
- software: Civil War Keywords by Focus Media Inc.
- American History textbook (any one in use for this class)

Motivation:

Who would you say was the most important person in The Civil War period? Tell us why you made that selection.

Development:

1. Tell the students that they are going to play a computer game that tests their knowledge of the individuals who play a role in the Civil War period. Divide the students into pairs and place two pairs of students at each terminal.
   Each pair is a team and should have one American history textbook between them.

2. Tell the students to insert the disk into drive "1". The students should turn on the monitors and computer power. The program is self-loading.

3. When the instructions appear on the screen, tell the students to choose "3 Famous Names." As they access the program, the teacher should place the names listed in the keywords on page 7 of the program manual.

4. Instruct the students to proceed with the game, each pair taking turns. They should use their textbook to aid them in identifying the correct name. Instruct them to refer to the index and table of contents for the chapters on the Civil War and Reconstruction. The computer-directed program will give them clues toward identifying the correct person, and will score the teams on their responses.

5. Instruct the students to keep a list of the persons they have identified in the game. (Their homework will address this list of names.)

6. Allow the students most of the class period to play the game (about 25 minutes.)

Summary:

1. Ask the students to volunteer some of the answers they gave in the game. Follow up by asking them to give a brief description of each person. (Elicit about five names.)

2. Draw a time line on the board representing the years 1845-1870. Ask the students to place each person at the year (approximate) in which his/her act had the greatest impact. Discuss any inconsistencies or disagreements.

3. Why is each of these individuals important in this period?

4. In which phase do each of these individuals belong -
   A. Pre-Civil War causes, B. The war, or C. Reconstruction.

5. Would you say that these individuals changed history or history changed these individuals? Explain.

Homework:

Each student should choose two people presented in the program (except people already discussed in class today) and write a paragraph explaining the importance of each.

Enrichment:

Select four people of the Civil War period that are not included in the program. Write five clues for each person after researching each. Follow the format of the program.

TOPIC 32: *United States Politics and Government: Presidents - I*

Aim: How much do you know about the first twenty Presidents?

Performance Objectives: Students will be able to:

- identify Presidents during the period 1790-1890
- recognize contributions each President made to America
- state accurately the order of American presidency from Washington to Garfield
- associate world events and the American scene with each President
- describe personal events associated with each American President and his Vice President

Materials:

- MS DOS Computer
- software: Time Tunnel: Series #3 - the Presidents by Focus Media DOS Disk, compatible to hardware
- notebook and/or work folder for worksheets
- sample worksheet, included (for each President)
- sample time line (homework/classwork) included
- sample U.S. map (use as possible classwork, homework) not included

Motivation:

Ask:

1. We know George Washington was our first President. Who was his Vice President?

2. What was the most common occupation of Presidents before office?

3. What did Andrew Jackson do for a living before becoming President?

Development:

1. Press ALT, DEL and CTL to activate the computer.

2. First and foremost, preview material before using in class. When you turn on the computer and monitor power, insert DOS disk and press the Enter key twice. When A> is on the screen, remove the DOS from Drive A, replace with the program disk and type in Autoexec. Program will begin. A series of brief instructions on operation and scoring will appear; Instruct the students to read these screens carefully. Menu page will give you a choice of 1, 2 or 3. Select #1: Level of difficult or easy will depend on your class ability.

3. At this point have students work with worksheet or notebook to record clues for Presidential clues and identity. Since 20 questions/clues are given at random, it is suggested that students work independently. If you have a large monitor, a class project can be handled. If there are enough computers available, assign no more than two students per console. If you use the big screen, have students volunteer to read the clue; the rest of the class should record clues and answers into notebooks. There

will be eight on the first display. After doing the first eight, press 'T' for Tunnel Master, in which six more clues will be given. For each of eight clues, award one point. Tunnel Master clues: for each of the six, two points = twenty points. Expect most of class to take all twenty points but accuracy is most important. The A and Z keys moves the director around when 'N' key is pressed. Again preview and know how to operate program before students use it. If you find some students more adapted, place them to aid those who are having difficulty.

4. After twenty (or whatever time permits) Presidents have been covered, have the students place them in chronological or in alphabetical order. Allow thirty-five minutes for actual computer time, ten minutes for computer shut down and disk collection. Have one or two students collect disks, go over summary and assign homework.

Summary:

1. What occurred in world events, during ____________ presidency?
2. In what order should we list the Presidents?
3. What occupation seems to have been most common among Presidents before becoming President.
4. Who was Aaron Burr?
5. To which President did Burr serve as Vice President?

Homework:

A. Do a time line, listing order of first twenty Presidents and their vice presidents if they had one. Hint: have students use an assigned text to do a complete job. See time line sheet
B. Use time line for world and American historical events aligned with American Presidents, Washington-Garfield.

Enrichment:

- Further computer lab time for more use of same or other diskettes on American Presidents.
- On blank U.S. map use colors for states admitted to union, under whose administration and dates of admission to the union.
- Conduct a game in which half of the class competes with the other half; teacher or another student serves as moderator. Set up scoring as one sees fit - lowest score/highest score wins.

WORKSHEET - "Time Traveller"

1)____________________________________

2)____________________________________

3)____________________________________

4)____________________________________

5)____________________________________

6)____________________________________

7)____________________________________

8)____________________________________

"Tunnel Master"

1)__________________________________

2)__________________________________

3)__________________________________

4)__________________________________

5___________________________________

6)__________________________________

IDENTIFY: __________________________

Time Line

1776

American Pres & V.P.	When in Office	What (event US)	Where (world event)	Invention (Identity)

1900

TOPIC 33: *United States Politics and Government: Presidents - II*

Aim: How familiar are we with the American Presidents, Washington to Reagan?

Performance Objections: Students will be able to:

- identify American Presidents
- associate American Presidents with historical events
- explain each resident's contribution to American society
- state the order of Presidents and Vice Presidents

Materials:

- MS DOS computers
- software: Time Tunnel: Series 3: the Presidents by Focus Media Disk compatible with hardware
- worksheets (included)
- notebook or folder for worksheets

Motivation: Ask the class the following questions:

a. How many Presidents in American history never ran for office?
b. How many Presidents never went to school?

Development:

1. Instruct class to turn monitor and computer on. Pressing ALT, CTL, and DEL all at once, activates the computer. Place DOS disk into drive 'A' and press Enter twice. When A> appears take DOS out and place the program disk in the same drive. Have students and self type in autoexec. Program will begin. On menu, select #3 (any Presidents). Level depends on you and class.

2. At this point, you may elect to have a computer lab class work independently. Have each student make out a worksheet for the President. One has been made for you as a sample. Independent work can be pursued for 35 minutes, allowing ten minutes for shut down of equipment, collection of disks, summary and homework assignments.

3. Press 1-8. If students know the identity of the President, have them press 'N' for name. (Follow instructions on keyboard/computer.) Place clues on proper line of worksheet. If you choose not to use the worksheet, have students do worksheet outline in notebooks, keeping one side of page for clues and answers. Keep in mind that most, if not all, students will need all eight clues. For every time Tunnel Master is asked for clues, it adds two points on score. Winner gets lowest score for each identification. If students do use (T), have answers for all six clues recorded in notebook. Expected score: 18 or more.

Summary:

1. Have students arrange material into categories by Presidents (by date of office and/or alphabetical order).

2. Do as many as time permits, but be sure to review what was covered.

3. Ask volunteers to read a biography and call on other students to identify the Presidents.

Homework: with worksheets and/or appropriate and assigned text, have students answer:

1. What Presidents never went to school?

2. What Presidents never ran for office?

3. Who was "Ol' Hickory"?

4. How many Presidents had no Vice Presidents?

5. What seems to have been a favorite occupation of many men before they became Presidents?

Enrichment:

- Construct a map for presidential birth places and events of their time
- Have a contest in which the class is divided in half and a moderator reads same clues

TOPIC 34: *United States Politics and Government: Presidents - III*

Aim: How have the last twenty Presidents of the U.S. contributed towards America's growth?

Performance Objectives: Students will be able to:

- state order of Presidents from 1900-1987
- identify world/American events with presidency
- associate Presidents with their personal data

Materials:

- MS DOS computer
- software: "Time Tunnel: Series #3: the Presidents by Focus Media DOS Disk compatible with computer
- three ring notebook and/or folder for worksheets
- time line (included)
- Time Traveler worksheet (included) for each President
- map of U.S. and North America (not included)

Motivation:

Announce to class that it has been hinted, by political observers of the American presidency, that a Republican President sets America up for a war that a Democratic President must fight. Is this true? In traveling back into a time tunnel we can either prove this to be true or false. Hint: use a time line along with worksheet to record wars, U.S. involvement, etc.

Development:

1. Turn on computer power, monitor screen. Press ALT, CTL, and DEL. This will activate drive A. Place DOS disk in drive A, press Enter twice. When an A> appears, type in autoexec. Program will begin.

2. Menu page will offer 1, 2, or 3. Press #2 for Presidents Arthur to Reagan.

3. Introduce worksheets. It is suggested that this computer time would be best spent as independent work time. Have students read instructions for optimum use before proceeding to the clues/facts.

4. If one large computer screen must be used for the entire class, each clue will be recorded by class in unison. Clues/facts will appear at random. Twenty Presidents will be covered, but do not expect all twenty to be covered at this time. Do as many as time permits.

5. The first eight clues may give some indication of President, but using T for Tunnel Master gives six additional clues. First eight clues cost one point; Tunnel Master: six clues cost two points each. Although original scoring is "lowest is the best" score, instruct students accuracy is the prime directive.

6. As each President and associated facts are recorded, proceed to the next. Collect facts and worksheets for each personality.

7. Allow thirty to forty minutes for computer time, after which allow time for machine shut down, disk collection, summary and homework assignment.

Summary:

1. Have students list the Presidents covered in chronological or alphabetical order.
2. Ask for oral list of Presidents who had no Vice Presidents. Ask if they know why?
3. After order is placed, call for a read-out of who comes first, their Vice Presidents (if any), world event, US event, President's contribution to American society.

Homework:

1. Complete the time line (sheet included); an assigned text may be helpful.

2. On a separate paper, have students place in order, Presidents, Vice Presidents, political party, years in office.

Enrichment:

Construct a map of U.S. and world using a color for states, American presidency, entrance into union, date of admission and wars U.S. got involved with (either local [North America] or world) wars.

TOPIC 35: *United States Politics and Government: Presidents - IV*

Aim: How does it feel to be President of the United States for a day?

Performance Objectives: Students will be able to:

- create a role-playing, role reversal as President
- identify the duties of the President
- understand steps and procedures of bills into law
- explain and experience politics in Washington
- understand politics and presidential popularity through political parties
- create own bills for introduction to law

Materials:

- MS DOS computer
- DOS compatible with computer used
- Congress by B5 (Futurcomp)
- notebooks
- flow chart (example included)

Motivation:

Ask class to judge the current President, with a show of hands of how many feel he is doing a good, fair or poor job as our nation's leader? How well do you think you would do if elected President?

Development:

1. Make sure at the start that all computers and monitors are on. Insert DOS disk, introduce motivation and have students press Enter twice, when A> appears, have students type in autoexec. The machine is activated when ALT, DEL, CTL keys are pressed at the same time. Program will begin.

2. "Congress" is a political simulation with three objectives whereby students will:
   a. experience emotions when their bills are passed/defeated.
   b. be required to make choices/decisions to get their bills passed
   c. recognize the sequence of events our nation's Presidents must face to have their bills passed into law

3. On the board, below the Aim, place the following words along with their definitions for student clarification:
   a. lobbyist
   b. log rolling
   c. pork barrel legislation
   d. pigeonhole
   e. hopper
   f. amendment

4. Have students become aware of words' definitions and have them copied into their notebooks. Go over words/definitions with them. As they appear in the program, call volunteers to define them.

5. The educational objectives should be that while scoring is kept by computer, first hand thrill of victory/defeat of your bills is of prime importance. The program is best suited for one/two at a computer since it encourages interaction but can be used otherwise.

6. Each time you play, results differ, Democratic/Republican House and Senate control numbers change, etc. It is, therefore, recommended as computer lab time. It is also recommended that the program be played more than once. Allow forty minutes to receive full impact.

7. At the end of the lesson, collect the disks, shut the machines down and introduce the summary and homework.

Summary:

1. Call on students to recall their reactions and ratings.
2. Ask what kind of thrill or agony they felt.
3. Ask if their opinion about being President remains the same
4. Ask various students how their computer rated them and their reactions.

Homework:

To follow up the five bills that were part of the disk, have students write their own:
1. environmental plan/bill
2. defense plan/bill
3. social legislation (society)
4. tax reform bill
5. foreign aid policy bill
   Discuss these and the possibility of passing each in Congress the next day. How? Why? Why not?

Enrichment:

1. Do a flow chart for bills beginning with the President's desk. (see example)
2. Write a report on how political ties and politics in Washington, DC can spell life or death for a bill.
3. What impact do lobbyists and owed favors have on the possibility of a bill becoming law? Where in American history has this occurred?

TOPIC 36: *America's Transportation Revolution*

Aim: Transportation in the U.S.: Revolution or evolution?

Performance Objectives: Students will be able to:

- identify and discuss major transportation inventions, from the locomotive to the airplane, and their inventors
- analyze the relationship of high-speed, mass transport and migrations from East to West, and from rural to urban areas
- understand the enabling role of Federal and state government in promoting transportation in the U.S.
- analyze the development of the interlocking network of transportation modes, highway, rail, water and air now linking the U.S.

Materials:

- MS DOS computer lab
- software: Scholastic PFS: U.S. History Database
- full color political wall map of the U.S.
- textbook chapter/section assigned for prior reading

Motivation:

Place the following on the chalkoard:

> "It is almost impossible to open a paper without finding an account of some railroad meeting...this subject seems as prevalent as influenza."
> Newspaper article (early 1830's)

Why did the U.S. go from 2,818 miles of railroad track in 1840 to 30,000 miles of track by 1860? What was responsible for two furious decades of highway, canal and railroad building? Was water travel, either riverine or coastal, as important to Americans as land travel? What was the main power source in most of the modes of travel developed? (Review with students the development of the steam engine in 18th Century England.)

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the topic "Transportation," more than a half-century of major inventions in transportation in the U.S., beginning in the early 1800's.

   Challenge the students to relate data-base transportation statistics into generalizations about 19th Century U.S. growth and prosperity, and rising living standards.

2. Develop with students an appropriate file mechanism needed to retain accessed data, e.g., notes, time lines, spreadsheets. Confirm which data is to be retained, e.g., key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for ease of data review (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disks in drive "A" (where required). After date, time, and file requirements are complete, load Scholastic Database file "Invent" into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Invent" after the phrase "Search/Update". A second menu/program outline will appear on screen. Students will now type their topic headings after the word "Topic" in order to retrieve specific data-base sections. Advise students that all data-base sections pertaining to their topic will follow after the first section displayed, but not necessarily in chronological order. Advise students that each data-base section consists of three pages and that pages 2 and 3 can be accessed by using the "page down" (PgDn) key. The page number will appear at the bottom of the screen.

4. The computer directed instruction starts with data relevant to the development of transportation inventions in the 19th Century. The teacher may maintain a board outline to provide students with a chronological guide and to add data not included in the program. The students proceed to work interactively with the computer and the teacher to complete a review of data-base sections on the topic. The teacher can assist the students to develop a pool of topic headings for data-base retrieval as they work. The instructions for operating the software appear on the screen allowing students to work at their own pace. The teacher should advise students on the use of the "escape"(Esc) key to facilitate their use of the software.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. How was the steam engine critical to the transition to mass transportation in the decades from 1830 - 1860?
2. What was the significant result to passenger and freight transportation of the steamboat? steam locomotive?
3. How did the U.S. benefit economically from the dramatic changes in transportation? geo-political benefits? social and ethnic changes?
4. Why didn't such inventions as the hot air balloon, steam-powered carriage, glider plane find as ready application as steam-powered boats and trains?
5. Why was John Ericsson's screw propeller (1836) as important to ocean travel as the paddlewheel to river travel?
6. Why were the decades following W.W. I as exciting, with regards to mass transportation, as the decades following the 1812 War? How much of the credit for modern mass transportation belongs to Henry Ford? What is the motive power for modern mass transportation?
7. How has private transportation become as significant as mass transportation in the 20th Century?

Homework:

1. Complete the notes (or other prepared home-study device - time line, graph, spreadsheet) detailing specific information compiled from the Data base and teacher's notes.
2. Review the textbook chapter/section assigned for previous reading.
3. a. How did steam travel, land and water, revolutionize travel in 19th Century America?
   b. What generalizations can be drawn from a study of transportation statistics, e.g., railroad track mileage?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages, inventors, and critical sub-topics, e.g., The Age of Steam. Museum exhibits on the mechanical developments of the 19th Century, e.g., the Smithsonian Air and Space Museum, the Paterson Museum, New Jersey, the Bridgeport Museum of Engineering and Mechanics result in stimulating oral class reports. Pamphlets and other materials may be available from such sources as the Henry Ford Museum in Dearborn, Michigan.

TOPIC 37: *America's Communications Revolution*

Aim: How did electronics revolutionize communications?

Performance Objectives: Students will be able to:

- identify and discuss major communications inventions, from Joseph Henry's electro-magnet to Thomas Edison's electric light bulb and Guglielmo Marconi's wireless telegraph (radio)
- explain the significance of the development and increasing sophistication of the electronics industry to the development of electronic communications, e.g., the battery, the electro-magnet, the generator
- discuss the growth of the communications industry as a major economic force, e.g., the Hearst newspaper empire, and its subsequent influence on the national economy
- analyze the influence of mass communications on American cultural institutions, e.g., politics, education (and literacy), the family, the marketplace

Materials:

- MS DOS computer lab
- software: Scholastic PFS: U.S. History Database - Invent
- full color political wall map of the U.S.
- textbook chapter/section assigned for prior reading

Motivation:

Place the following on the chalkboard:

"Come here, Watson, I need you."
Alexander Graham Bell

Why is this probably one of the most famous messages in electronic communications history? What happens mechanically when you talk into a telephone? Who was Alexander Graham Bell and why was he experimenting with transmitting voice sounds electronically? What was to be the result of his success? Has anyone else invented a method for transmitting coded electric impulses? What debt did Morse and Bell owe Volta and Joseph Henry?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the topic "Communications," over a half century of major communications inventions in the U.S. beginning in the middle 1800's.

   Challenge the students to relate developments in the field of electric generation, transportation and storage to the field of electronic communications.

2. Explain to the students that they will utilize a data-based computer file to complete the intent of the lesson aim. Explain that the computer requires specific reference inputs in order to search the data-base file sections. Using the motivation discussion and any materials or displays, develop with the students topic headings necessary to access data-base sections pertaining to the invention and use of electronic communication devices.

3. Develop with students an appropriate file mechanism needed to retain accessed data, e.g., notes, time line, spreadsheets. Confirm which data is to be retained, e.g., key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for ease of data review (spreadsheets).

4. Remind students of the correct method for handling disks. Load booting disks in drive "A" (where required). After date, time, and file requirements are complete, load Scholastic Databasefile Invent into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Invent" after the phrase "Search/Update". A second menu/program outline will appear on screen. Students will now type their topic headings after the word "Topic" in order to retrieve specific data-base sections. Advise students that all data-base sections pertaining to their topic will follow after the first section displayed, but not necessarily in chronological order. Advise students that each data-base section consists of 3 pages and that pages 2 and 3 can be accessed by using the "PgDn" (page down) key. The page number will appear at the bottom of the screen.

5. The computer-directed instruction starts with data relevant to the development of electric storage and generating devices. The teacher may maintain a board outline to provide students with a chronological guide and to add data not included in the program. The students proceed to work interactively with the computer and the teacher to complete a review of data-base sections on the topic. The teacher can assist the students to develop a pool of topic headings for data-base retrieval as they work. The instructions for operating the software appear on the screen allowing students to work at their own pace. The teacher should advise students on the use of the "Esc" (Escape) key to facilitate their use of the software.

6. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why did the 19th Century see an increased interest in experiments with electricity? What roles did Faraday, Volta and Henry play in motivating this interest?
2. How did experiments in coded communications, e.g., Braille, Morse, lead to the first exciting breakthrough in electronic communication? How did the work of Alexander Graham Bell parallel the work of Braille and Morse? What was the significant result of Bell's experiments?

3. Does the invention of photography stand as a contribution to the communication revolution? (Explain.)
4. Why are the post-Civil War decades particularly revolutionary for communications development? Was this seemingly endless stream of inventions the result of a miraculous breakthrough or the result of 70 years of progress? (Revolution or evolution?)
5. How did Cyrus Eaton bring to an end America's isolation behind geographic obstacles? Did the laying of the first transatlantic cable have any greater significance?
6. Which inventions were responsible for the Hearst and Pulitzer empires? How did mass-produced, mass-circulated newspapers change American life?
7. How did the young Italian, Guglielmo Marconi, further reduce the isolation of peoples and continents around the world? Why do you think his invention had its first commercial use with oceanic shipping?
8. Is Thomas Alva Edison, the Wizard of Menlo Park, the true 19th Century genius of electronic hardware? Which are the most important contributions he made to the field of electronic apparatus? Is the light bulb a communications device? (Explain.)

Homework:

1. Complete the notes (or other prepared home-study device - time line, graph, spreadsheet) detailing specific information compiled from the data base and teacher's notes.
2. Review textbook chapter/section assigned for previous reading.
3. a. How did developments in the field of generating and storing electricity stimulate developments in electronic communications?
   b. What significant contributions to 19th Century communication were made by Bell? Edison? Marconi?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages, inventors,and critical sub-topics, e.g., "yellow journalism." Oral class reports and/or exhibits derived from museum visits may prove stimulating.

TOPIC 38: *Continuing Revolutionary Changes in Transportation and Communications*

Aim: How have transportation and communication progress revolutionized the U.S.?

Performance Objectives: Students will be able to:

- identify and discuss major technological innovations in transportation and communication in the decades following W.W. I, e.g., liquid-fueled rocket engine, TV tube, and their dynamic use following W.W. II
- understand the geometric process involved in technological progress, where one development may give rise to multiple developments, e.g., cathode ray tube to TV tube, radar, and the oscilloscope
- analyze the onrush of technological developments at the turn of the century, c.1900, e.g., wireless radio, auto, airplane, Diesel engine, movie projector, cathode ray tube, hydro-electric generator; and their consequent effects on the first half of the 20th Century
- analyze the significant developments of the decades following W.W. I, e.g., jet engine, liquid-fuel rocket, computer, TV tube, ceramic transistor, their relationship to previous developments, and the compounded effect in the decades following W.W. II
- discuss major influences of post-W.W. II technological developments in transportation and communication upon U.S. government and cultural institutions, e.g., NASA space program, consumer electronics industry, commercial jet airline world flight network, Americanization of world culture

Materials:

- MS DOS computer lab
- software: Scholastic PFS: U.S. History Database - Invent
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard:

"That's one small step for a man, one giant leap for mankind."
Neil Armstrong (Apollo 11, 7/68)

Apollo 11's epic voyage began with Robert Goddard in 1926. (Explain) How did W.W. II accelerate the race into space?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the headings "Transportation" and "Communications," major technological developments in the U.S. from the early 1900's to the present.

   Challenge the students to advance justifications for naming the 20th Century "The Electronic Age."

2. Develop with students an appropriate file mechanism needed to retain accessed data, e.g., notes, time line, spreadsheets. Confirm which data is to be retained, e.g., key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for ease of data review (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disks in drive "A" (where required). After date, time, and file requirements are complete, load Scholastic Database file "Invent" into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Invent" after the phrase "Search/Update." A second menu/program outline will appear on screen. Students will now type their topic headings after the word "Topic" in order to retrieve specific data-base sections. Advise students that all data-base sections pertaining to their topic will follow after the first section displayed, but not necessarily in chronological order. Advise students that each data-base section consists of 3 pages and that pages 2 and 3 can be accessed by using the "PgDn" (page down) key. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevant to general developments in transportation and communications. The teacher may maintain a board outline to provide students with a chronological guide and to add data not included in the program. The students proceed to work interactively with the computer and the teacher to complete a review of data-base sections on the topic. The teacher can assist the students to develop a pool of topic headings for data-base retrieval as they work. The instructions for operating the software appear on the screen allowing students to work at their own pace. The teacher should advise students on the use of the "Esc" (Escape) key to facilitate their use of the software.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary

1. Why did the U.S. take the world lead in technological innovation and application at the turn of the century? What were the contributions of men like Edison, Mergenthaler, the Wright Brothers, Henry Ford, Lee DeForest and Karl Braun?
2. Why were the decades following W.W. I unusually productive for transportation and communication technology? What were the contributions of men like Robert Goddard, Vladimir Zworykin, Chester Carlson, the RCA labs?
3. How did the developments of the post-W.W. I decades build upon previous developments?
4. Why did the cumulative effects of technological development seem like a revolution to Americans in the 1920's? Why did radio, motion pictures, the family auto become cultural institutions?
5. How have the decades following W.W. II been exceptionally productive for transportation and communications technology? Why do we associate agencies or corporations, e.g., NASA, IBM, with technological innovation

rather than single individuals (as at the century's turn)?

6. How have post-W.W. II transportation and communications innovations built upon previous developments?
7. Are Americans adapting to rapid innovation better than previous generations? What have been the wide-ranging effects of such innovations as television, jet airline travel?
8. Does technological innovation in this age of mass transportation and communication have any negative aspects?

Homework:

1. Complete the notes (or other prepared home-study device - time line, graph, spreadsheet) detailing specific information compiled from the data base and teacher's notes.
2. Review textbook chapter/section assigned for previous reading.
3. a. Describe the major contribution to modern transportation and communications technology made by: 1-Henry Ford, 2-Lee DeForest, 3-Vladimir Zworykin, 4-Robert Goddard, 5-the Wright Brothers.
   b. Why has television been one of the most significant post-W.W. II developments in world communications technology?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages, inventors, and critical sub-topics, e.g., The Space Age, The Age of TV. Oral class reports and/or exhibits following visits to the RCA Radio/TV City, or Edison Museum, N.J., might prove stimulating.

TOPIC 39: *The Factory System Established in the Northeast*

Aim: Why was New England the first industrial center?

Performance Objectives: Students will be able to:

- identify and discuss historic personages, events, trends and geographic information connected with the establishment of U.S. manufacturing in the New England states, e.g., Samuel Slater, Eli Whitney, Donald McKay, William Kelly
- identify and discuss major geographic, economic, and social factors which tended to support the introduction of industry into the New England states, e.g., irregular coastline, swift-flowing rivers, available labor pool
- analyze the Northeast for additional factors inviting the rise of manufacturing, e.g., first large urban settlements, large banks with a capital pool, established shipbuilding and port facilities, diversified economy able to better withstand extremes of the business cycle
- understand that by virtue of developments of Europe's Industrial Revolution, the textile industry would be the first to flourish in the U.S.
- discuss the impact of the factory system upon the economy of the United States, still largely agricultural in the first half of the 19th Century

Materials:

- Apple II Computer Lab
- software: Industrialism In America:An Economic History by Focus Media
- a full color topographic and political map of the U.S. Northeast
- textbook chapter/section assigned for previous reading

Motivation:

Refer to the topographic wall map:

What are the major topographic features of the Northeastern region of the U.S.? How would these features compare with the South? Midwest? Favorably or unfavorably? Which climate would be conducive to year-round living and working? Why did Northeastern merchants offer a reward to anyone who would bring the plans of textile machinery from England to the U.S.? (Review basic elements of England's Industrial Revolution) Who collected the reward? Where did Samuel Slater build the first U.S. factory?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections outline major factors which supported the establishment of the Northeastern states as the early industrial center for the U.S., e g., topography, climate, available labor and capital. Challenge the students to compare the Northeastern and Southeastern regions to determine why the Southeast remained agricultural while the Northern economic base diversified.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and, select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the development of the industrial Northeast. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why did the Northeastern colonies of English North America become trade and commerce centers? What other domestic industries developed besides shipping and ship building? Was geography the major factor in these developments?
2. Concentrating on geographic factors alone, what benefits of climate and geography did nature offer the New England region, creating potential for commercial and industrial success?
3. What led a young English textile engineer-mechanic, Samuel Slater, to choose Rhode Island for the site of the first American factory?
4. Why was the Northeast an excellent source of capital and labor for the growing textile industry?
5. Why did the New England factory owners take strong positions on such Federal matters as import taxes? the U.S. Bank? immigration? Westward expansion? labor unions?
6. How did men like Eli Whitney and William Kelly accelerate the development of New England as an industrial region? What was Whitney's specific contribution to the science of mass production?

7. How did industrial development in New England affect the growth of urban centers? abuse of natural resources? U.S. living standards? U.S. capital development? greater economic instability (boom-bust cycles)? New England as financial center of U.S.?

Homework:

1. Complete the notes (or other prepared home-study device - time line, graph, spreadsheet) detailing specific information compiled from the data base and teacher's notes.
2. Review textbook readings assigned previously.
3. a. Discuss THREE factors, aside from geography, which supported the establishment of the early factory system in the Northeast.
   b. What important contribution to the development of American industry was made by Eli Whitney? Samuel Slater? William Kelly?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and critical events of this period, e.g., Samuel Slater, Eli Whitney. Oral class reports on museum exhibits illustrating factories and machines of the early industrial period may prove stimulating. A class visit to the museum factories in Paterson, N.J., where Alexander Hamilton's statue faces the waterfalls used for power, is also recommended.

TOPIC 40: *The Second Industrial Revolution*

Aim: Did the post-1865 'boom' constitute a second Industrial Revolution?

Performance Objectives: Students will be able to:

- develop an overview of major economic developments in the post-Civil War years
- identify and discuss historic personages and critical events of the period, e.g., the great industrial barons, Vanderbilt, Goodyear, Carnegie, Rockefeller, the Gilded Age, the Panics of '73 and '93
- analyze the development of major post-war industries reshaping American life: railroads, steel, petroleum
- discuss the impact the demands the Civil War made upon U.S. manufacturing and transportation
- develop an overview of consequent developments in industrial and commercial organization, e.g., the rise of the modern corporation, the problems of unregulated corporate growth and financial manipulation
- analyze the Republican-dominated Federal government's role in the post-war boom, e.g., railroad land grants, protective tariffs

Materials:

- Apple II Computer Lab
- software: Industrialism in America: An Economic History by Focus Media
- full color political wall map of the U.S.
- textbook chapter/section assigned for prior reading

Motivation:

Place the following on the chalkboard:

"Congress had rich gifts to bestow - in lands, tariffs, subsidies, favors of all sorts...a huge barbecue was spread..."
Vernon Parrington (historian)

What did Parrington mean by this statement? How did the railroads and industrialists benefit from a Republican Congress? Didn't the Civil War play the greater role in stimulating the post-war industrial boom? (Explain.)

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections outline major developments of the post-Civil War American economic boom - e.g., the growth of giant industries, steel, oil, railroads; the development of monopolies, trusts; government corruption; social and urban problems; the labor movement.

   Challenge the students to develop generalizations relating the growth of giant industrial concerns to increasing social, urban and political problems.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and, select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to an overview of economic development after 1865. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. What demands did the Civil War make upon the American economy - transportation? manufacturing? agriculture?
2. Why did consumer demand, national and foreign, continue unabated following the war?
3. How did the Republican-controlled Congress intend to promote continued economic prosperity following the 1868 elections?
4. Which new industries became the center of American industrial life after 1865? How does this demonstrate the effect of the war upon U.S. industrial development?
5. How did the rapid growth of the railroad, steel and petroleum industries make major changes in the development of business organizations? public regard for laissez faire capitalism? corporate financial practices?
6. Why did men like Harriman, Vanderbilt, Carnegie, Morgan, et.al., become national figures?
7. How did the demand for coal and steel transform America's industrial map?
8. Did the post-war boom transform American cities? small towns? merchandising methods? American consumer patterns (food, clothing, housing, luxuries)?

Homework:

1. Complete the notes (or other prepared home-study device - time-line, graph, spreadsheet) detailing specific information compiled from the data base and teacher's notes.
2. Review textbook readings assigned previously.
3. a. Why did the rapid growth of industry and commerce after 1865 create problems as well as raising living standards?
   b. What significant role did such individuals as Cornelius Vanderbilt, Andrew Carnegie, and John D. Rockefeller take in America's post-Civil War industrial boom?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages, industrial barons, and critical events of this period. Student committees can research vital statistics of this period, railroad track mileage, steel, iron ore, coal, oil production, population, immigration, as examples, and prepare charts for classroom display and discussion. Classroom visuals highlighting the achievements of inventor-industrialists might also prove interesting, e.g., William Kelly, Edison, Goodyear.

TOPIC 41: *The Factory System and American Workers*

Aim: Were workers adversely affected by the factory system?

Performance Objectives: Students will be able to:

- identify and discuss historic personages and critical developments associated with the problems of the growing American industrial class in the early 1800's
- identify and discuss factors which created an available labor pool in the Northeastern states
- analyze the prevailing philosophy of American merchant-industrialists as it pertains to the Puritan founders of New England, and its implications for the workers
- discuss the failure of American workers to organize successfully for the purpose of collective action
- analyze the wider social and political ramifications of a growing worker identity in the factories, e.g., immigrant scapegoating, pioneer movement, urban unrest/problems
- discuss conditions in the factories; render critical judgement(s) as to workers' complaints

Materials:

- Apple II Computer Lab
- software: Industrialism In America: An Economic History by Focus Media
- textbook chapter/section assigned for previous reading

Motivation:

(Read to the class from the "Sadler Report," Parliamentary committee hearings on conditions in English factories)
Were English factory workers adversely affected by conditions in the factories? How bad were the working conditions? Were American factories of the 19th Century any better? Why not? How did American industrialists justify the conditions in their factories? Are such arguments valid?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections outline the essential elements of the New England factory system and its effect upon the economy and the workers of the Northeast.

   Challenge the students to analyze the prevailing values of the Puritan New England factory owners as applied to conditions in the factories and the lives of the workers.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and, select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the development of an industrial working class. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. How did industrial development get its start in the Northeastern United States?
2. Which group(s) supplied the workers for the growing U.S. factory system? Why was this labor pool readily available?
3. What were conditions for workers in the factories?
4. Were the industrialists without moral conscience or did they advance justifications for the conditions which existed in their factories? What possible justification could they have for employing women and children in factories and mines, given the conditions of work, hours worked per day, days per week, and low wage levels?
5. What method did workers devise for bringing their complaints to the factory owners? How successful were the workers in improving their situation? Why weren't the workers able to organize successfully?
6. Can we determine, despite the early failures of the early labor movements, that factory workers developed a class identity?
7. Why did the working class movement turn socially and politically against free immigration into the U.S.?
8. Why did the residential districts built for/occupied by factory workers begin to present society with a multitude of problems?

Homework:

1. Complete the notes(or other prepared home-study device - time line, graph, spreadsheets) detailing specific information compiled from the data base and teacher's notes.

2. Review textbook readings assigned previously.
3. a. State and discuss THREE elements of the early 1800's New England factory system.
   b. What problems did the factory system create for the labor force? Why did the workers turn against newly-arrived immigrants?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and critical events of this period, e.g., formation of the National Trades Union. Many of today's trade/industrial unions maintain public relations firms to distribute material for classroom discussion. Classroom debate on working conditions, wages, hours and benefits then and now might prove stimulating.

TOPIC 42: *The Second Industrial Revolution and the Labor Force*

Aim: Could the American labor movement effect changes?

Performance Objectives: Students will be able to:

- identify and discuss historic personages, attempts at organization, e.g., the National Labor Union, and events critical to union developments in this period
- discuss the ongoing development of American industry, from the early 1800's, and the increasing plight of the American factory worker during and after the Civil War
- discuss conditions in the mines and factories, policies of wages and hours, hiring policies, and other factors,e.g., the 'boom-and-bust' cycle, which drastically affected American workers
- identify and discuss continued attempts by American workers, regionally and nationally, to organize for collective action
- understand the growing bitterness and hostility on the part of the workers towards industrial ownership/management; analyze the effectiveness of tactics used on both sides, union-busting vs. the strike, the resorting to more ideological principles, e.g., Communism, on the workers' part
- interpret the role of government, state and Federal, in the growing hostility between organized labor and ownership

Materials:

- Apple II Computer Lab
- software: Industrialism in America:An Economic History by Focus Media
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard:

"An injury to one is an injury to all"
Motto: Knights Of Labor

Why did the problems of the American factory/mine worker grow exceedingly worse after 1860? How does this compare with the general economic prosperity which followed the war? Why did American industrialists and government officials permit these problems to continue?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections outline the exploitative wages and conditions endured by factory workers, during the post-Civil War industrial boom, the first serious attempts to organize workers collectively, and the result of growing hostility between labor and management.

   Challenge the students to evaluate the demands of the workers and compare their demands with labor's position in industry today.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and, select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the growing desire of American workers to organize. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why does the Civil War (1861-1865) represent a significant turning point for American industrial workers as well as for American industry?
2. How was it possible that the advent of an economic boom, virtually a second Industrial Revolution, would lead to decades of labor-management dissension and strife?
3. Why did the general public, not to mention state and Federal officials, express little sympathy for the plight of industrial laborers?
4. How bad were conditions of work in factories and mines, hours of work and daily/weekly wage scales? Why was the idea of the employer's social responsibility (vacation pay, fringe benefits) completely alien to industrialists of the 19th Century?
5. Why did the growing bitterness of industrial workers turn against immigrants as well as against industrialists?
6. What attempts were made to organize industrial workers after 1865? Why did workers in the skilled crafts fare better than general, unskilled laborers?
7. Why did the Knights of Labor prove to be the first, generally successful though short-lived national labor union?

8. Why did unskilled workers increasingly turn to more radical union philosophies, e.g., Communist and Anarchist-oriented movements, such as the I.W.W.?
9. How aggressive did industrial managers become in discouraging the organizing efforts of labor unions? What was the traditional union response to management tactics?
10. Did the pressure of labor's attempts to organize produce any tangible benefits for workers? Explain.

Homework:

1. Complete the notes (or other home-study device - time line, spreadsheet) detailing data compiled from the data base and teacher's notes
2. Review textbook readings assigned previously.
3. a. What attempts were made, after 1865, to organize industrial workers?
   b. Why did the Knights of Labor fail as a labor union?
   c. State and discuss TWO tactics industrialists used against organized workers.

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and critical events of this period, e.g., Dennis Powderly, Sam Gompers, the Molly Maguires, the Chinese Exclusion Act (1882).

TOPIC 43: *The End of Laissez-Faire Capitalism*

Aim: Was Federal regulation (of business) necessary?

Performance Objectives: Students will be able to:

- identify and discuss major legislation, historic personages, and events critical to the beginnings of national regulation of economic practices in this period, e.g., the Sherman Act, Rockefeller, Morgan, Carnegie, Harriman, monopoly, trusts, and interlocking directorates
- develop a general understanding of the slow but steady concentration of financial and industrial power in the hands of fewer and fewer individuals in the decades after the Civil War
- analyze the gradually and increasingly unstable swings of the business cycle caused primarily by the crude and immoral financial policies of major stock market speculators and monopolistic business tycoons
- define and discuss the giant corporate structures which developed after 1865, e.g., monopoly, trust, cartel, interlocking directorate
- understand and discuss the onset of state and Federal entrance into the field of economic regulation, e.g., the Interstate Commerce Act, the Sherman Act

Materials:

- Apple II Computer Lab
- software: Industrialism in America: An Economic History by Focus Media
- textbook chapter/section assigned for prior reading

Motivation:

Place the following on the chalkboard:

"Corporations are fast becoming the people's monsters."
President Grover Cleveland (1888)

Why would Cleveland make this statement about the essential unit of American business activity? What is a corporation? How did giant corporations organize the economic boom period which followed the Civil War?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections outline major factors in the development of giant corporations after 1865; the effects of industrial and commercial monopoly upon the stock market and the general economy; and, the first attempts at state and Federal regulation of business practices.

   Challenge the students to analyze 19th Century corporate practices and justify government intervention in the economy.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and, select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the monopoly evils which developed after 1865. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. What is a corporation? How is it structured? How does it embody the concept of limited liability? How does it finance its operations?
2. Why did corporations become the chief economic unit forging the period of accelerated prosperity following the Civil War?
3. What were some of the results of the unchecked growth of railroad, steel, and oil corporations after 1865?
4. Why did a monopolistic tendency develop during this period? How was this tendency illustrated by Vanderbilt's New York Central R.R. system, J. P. Morgan's organization of U.S. Steel, and Rockefeller's Standard Oil Corporation?
5. Can you define the role of the great "robber barons," men like Vanderbilt, James J. Hill, Carnegie, Morgan, and Rockefeller?
6. Why did stock manipulation and huge profits become more important than providing products and/or service? How did the goal of profits destabilize the American economy, especially the practice of stock manipulation?
7. What was the result of the industrial leaders attempts to limit competition, using trusts, "pools," and holding companies? How victimized was the general public?

8. Why are the Interstate Commerce Act (1887) and the Sherman Antitrust Act (1890) considered landmarks in American economic history? What are their main provisions? Was the Congress forced to pass these acts? How effective were they?

Homework:

1. Complete the notes(or other prepared home-study device - time line, chart, spreadsheet) detailing specific data compiled from the data base and teacher's notes.
2. Review textbook readings assigned previously.
3. a. Why did the corporation become the most important business unit after 1865?
   b. State and describe THREE results of unchecked corporate growth during this period.
   c. What was the importance of the Interstate Commerce Commission (I.C.C.) (1887)? the Sherman Antitrust Act (1890)?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and events critical to this period. Engage in historic role-playing, where students assume the character of industrialists and financiers, such as Morgan, Rockefeller, etc., and detail their lives and monopolistic endeavors. Large classroom visuals of the corporate structure of U.S. Steel or Exxon are valuable.

TOPIC 44: *The Growth of the Cities*

Aim: What were the causes of the growth of the cities in America?

Performance Objectives: Students will be able to:

- identify the main causes of the growth of cities
- prepare the class for the choices which must be made in the software simulation

Materials:

- MS DOS computer
- software: Decisions, Decisions: Urbanization: The Growth of Cities by Tom Snyder Productions
- student workbook section dealing with urban growth
- reproduced copies of "Before you play" guidelines which accompany the software program.

Motivation:

Use the references in the Student workbooks accompanying the software to introduce the class to the subject of urbanization. Ask: "What do you think urbanization is?" Elicit some causes of this trend in the United States.

Development:

1. Distribute the reproduced copies of the "Before you play" section of the teachers' guide that deals with urbanization. Read over the material.

2. After reading the material above, ask "What is urbanization?" Try to describe some causes of this trend now that the class has read over the material.

3. Attempt to identify the problems the early cities had. Are they similar to the problems the cities have today?

4. Introduce the class to the simulation. They will have to decide on priorities at the beginning of the program. They should be discussed by the class and the teacher. After they are agreed upon, the simulation begins. The teacher maintains control over the computer and the length of discussion for all the references the program produces.

5. At the conclusion of the simulation, the class will receive a score based on the results.

6. If there is not enough time to complete the simulation, the program the class is working on can be saved on disk.

Summary:

1. What were the main causes of the growth of the cities in the United States?

2. How do the problems of the early cities compare with the problems of the cities of modern America?

Homework:

1. Has New York City been gaining or losing population over the last ten years?
2. Why would a city lose population?

Enrichment:

Read the book by Jacob Riis, "How the Other Half Lives," and try to summarize the problems the author outlines for nineteenth to early twentieth century urban growth.

TOPIC 45: *Demands for Reform in the Early 1900's*

Aim: Were reforms necessary at the turn of the century?

Performance Objectives: Students will be able to:

- identify and discuss historic personages of the Progressive Era, e.g., politicians, reformers, "muckrakers", and critical events of the era
- understand the relationship of the industrial-technological boom of the post-Civil War decades and the economic and social effects of that boom upon the rising urban middle class
- analyze the earlier, reformist farmers' Grange movement, and its political offspring, the Populist Party, and their direct influence upon the Progressive movement
- discuss the importance of the effect of mass media presentations of social, economic, and political ills upon public support for wide-ranging reforms
- understand and discuss the special problems of mass urban populations at the turn of the century, the effect of technology spurring unlimited growth upon the cities
- analyze the successes and failures of Progressivism, legislative gains and losses, changes in American culture, and the movement's fading strength by 1920

Materials:

- Apple II Computer Lab
- software: Industrialism in America: An Economic History by Focus Media
- textbook chapter/section assigned for prior reading

Motivation:

Place the following on the chalkboard:

"The Settlement House...is an experimental effort to aid in solution of social and industrial problems...(caused by)... modern conditions..."
Jane Addams (1910) Hull House

What social problems did Jane Adams allude to? What economic problems did she allude to? Why do you think she chose to use the word "industrial" in referring to these problems? Why did these problems first give rise to massive farmer discontent in the 1870's and 1880's?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections outline the growing demand, in the late 1800's, for basic social, economic and political reforms; the social and economic groups which voiced demands for reform, e.g., farmers, the urban Middle Class, intellectuals; and activist movements - the Granges, Populists, Progressives.

Challenge the students to evaluate the importance of reform movements; and to discuss the necessity for reforms in late 19th Century America.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to an overview of events of the decades from 1900-1940. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. How did unlimited corporate and industrial growth begin to pose serious social problems by 1900? serious economic problems by 1900? serious political problems by 1900? serious urban problems by 1900?
2. Why did the enormous technological changes, concomitant waste and corporate greed cause America's farmers severe economic stress in the 1870's and 1880's?
3. Did the Populist movement dissipate its energies in the bimetallist crusade? How were dying Populist energies revived in Progressivism?
4. Why did the mass media give the Progressives additional impetus? Was the Progressive movement primarily an intellectual reform movement?
5. What was the importance of the Muckrakers?
6. What important contributions were made to Progressivism by local and state politicians, e.g., "Fighting Bob" LaFollette?
7. Why were young, urban middle class Progressives the most important element of the movement? What particular reforms were they seeking?
8. Did the Progressives accomplish major social reforms? major political reforms? major economic reforms?
9. Why was Progressivism a fading cultural force by 1900?

Homework:

1. Complete the notes (or other home-study device - time line, chart, spreadsheet) detailing specific data compiled from the data base and teacher's board notes.
2. Review textbook readings assigned previously.
3. a. Why were farmers the first to feel the the negative effects of unregulated corporate growth after 1865?
   b. How did the Populist Movement combine the farmers with other dissaffected groups demanding reforms?
   c. Did the Progressive Movement create a truly national agenda for reform?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and events critical to the period. Historic role-playing, where students assume the character of famous politicians and/or muckrakers, and detail their reformist endeavors might prove stimulating. Classroom debate comparing urban problems c.1900 and today should prove challenging; or, debate on the question of reform accomplishments and/or the need for constant reform.

TOPIC 46: *State and Municipal Government*

Aim: Were local politics capable of reform?

Performance Objectives: Students will be able to:

- identify and discuss major problems afflicting the urban areas of the United States, c.1900
- identify elements of the industrial boom of the post-Civil War decades (in the U.S.) which directly impacted upon life in the cities
- identify and discuss historic personages who led municipal and state reform movements, "Fighting Bob" LaFollette, "Golden Rule" Jones, "Alfalfa Bill" Murray
- discuss the development of political party dominance of critical election districts, the "ward system", the rise of political bosses, and city "machine" politics as it developed in the immigrant wards of urban areas
- discuss reform efforts to strengthen democratic government within the states and at local levels, e.g., the fight against boss-dominated state and local machines, the fight for initiative, referendum, and recall, direct primary elections
- analyze the positive effect reform politics had on ancillary issues such as voting rights for women (the suffragette movement)

Materials:

- Apple II Computer Lab
- software: Industrialism in America:An Economic History by Focus Media
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard:

"...the old political parties...have become the tools of corrupt interests...Behind the elected government sits...an invisible government..."

Progressive Party Platform (Aug. 1912)

Why did Progressives believe the Republican and Democratic parties were incapable of reforms? Why did "machine" politics become the norm in city elections?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections outline major problems afflicting urban areas c.1900; relate unregulated corporate practices to the corruption of government officials; highlight elections bringing reformers to power. Challenge the students to understand the potential for government corruption posed by economic wealth; and to relate reform demands to legitimate political processes.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the political Tammany machine of William "Boss" Tweed in N.Y. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. What particular set of problems afflicted America's cities c.1900? Were these ills the specific result of the unregulated growth of America's giant industries?
2. Were municipal and state governments incapable of dealing successfully with these problems? (Explain.)
3. How had machine politics, "Boss"-dominated political parties, become the standard for big city politics? Did these political machines fill a void created by the anonymity of densely populated city wards?
4. Did the necessity for big city "Bosses" and "ward heelers" in squalor-ridden immigrant wards defeat attempts at reform? Why was the issue of "home rule" so important to the large urban areas?
5. How did Governor Robert LaFollette's program of reforms, the "Wisconsin Idea" make him a leading Progressive?
6. Even though many reform movements on the state and municipal levels were short-lived, what important change was taking place in the spirit of local politics in America?
7. Who was Boss Tweed? Why was his New York City political machine, Tammany, considered one of the strongest and most corrupt in the U.S.? How was Tweed finally unseated?

8. Why was the Progressive fight for enacting initiative, referendum, and recall statutes one of the most effective reform weapons? How would the direct primary assist reform of machine politics?
9. Did political reform engender seemingly secondary issues, e.g., female suffrage?

Homework:

1. Complete the notes (or other home-study device - time line, chart, spreadsheet) detailing specific data compiled from the data base and teacher's board notes.
2. Review textbook readings assigned previously.
3. a. Why were urban centers particularly affected by the unregulated economic boom of the late 1800's?
   b. How did political "boss"-ism further aggravate the need for state and municipal reforms?
   c. Identify INITIATIVE; REFERENDUM; RECALL; why did these tactics prove effective in accomplishing political reforms?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and events critical to the period.

TOPIC 47: *National Progressivism*

Aim: Was Progressivism a truly national movement?

Performance Objectives:

- identify and discuss historical personages taking leadership positions in the various aspects of the Progressive movement across the United States
- analyze the social and economic class breakdown of groups associated with the Progressive movement, and render a considered opinion on the relative contribution to the movement of each group
- identify and discuss the historic roots of the Progressive movement in the post-Civil War industrial and technological boom, the sometimes catastrophic effects of unregulated capitalism, city populations unable to absorb a continuous flow of American farmers and European immigrants, and a political system unable to respond to the need for reform
- identify and discuss the positive social and legislative gains made by the Progressive movement, and understand the limitations which saw the movement fade with the end of W.W.I

Materials:

- Apple II Computer Lab
- software: Industrialism in America: An Economic History by Focus Media
- textbook chapter/section assigned for prior reading

Motivation:

Place the following on the chalkboard:

The Shame of the Cities, Lincoln Steffens.

Review with students origins of the "muckrakers". Why did Steffens claim that it was the system, not people, that was "bad." How had prosperity and the industrial boom created a corrupt form of laissez-faire capitalism? How had the democratic process become corrupted?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections outline major factors which created this national social and political reform movement; principal reformers, e.g., the muckrakers, Presidents Roosevelt and Wilson; and major Federal reform legislation, e.g., the Clayton Act.

   Challenge students to isolate and generalize upon those factors which establish that the Progressive movement was a true "grass roots" reform movement; and, evaluate the effect of the mass media (newspapers, magazines) in publicizing the need for reform.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with

students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to the "muckrakers," Ida Tarbell and Upton Sinclair. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. How had the economic process become corrupted by unchecked capitalistic growth (c.1900)?
2. How had political systems and the democratic process become unresponsive and corrupted (c.1900)?
3. Why was there a growing disparity between those who enjoyed an unparalleled prosperity and those who did not (c.1900)?
4. How did the Populist movement of the late 1800's provide a nucleus of farmers, intellectuals, and business people to motivate Progressive reform factions nationwide?
5. What made it possible for the writings of social critics, such as, Henry George, Henry Demarest Lloyd, and muckraking reporters like Tarbell, Steffens, and Riis to receive wide dissemination? Did their ideas and exposés find a willing audience?
6. Why was Progressivism an urban counterpart of Populism? How did reform movements attempt to unseat professional political machines in cities like Toledo, St. Louis, Minneapolis, New York, Galveston, and Dayton? Did these reform movements demonstrate the national character of the Progressive movement?
7. Why did the Progressives find it necessary to capture state governors' mansions as well as city halls across the nation? Why does Robert

LaFollette serve as a model case study of Progressive reform in the governor's mansion of Wisconsin?

8. How did state legislatures begin dealing with a wide variety of perceived sectors of American life and culture under Progressive governments? Urban housing, recreation, and welfare? Political primary elections? Taxation? Women's suffrage? Prohibition?

Homework:

1. Complete the notes (or other home-study device - time line, graph, spreadsheet) detailing specific data compiled from the data base and teacher's board notes.
2. Review textbook readings assigned previously.
3. a. Who were the Muckrakers? How effective were they in arousing the nation as a whole to the need for basic social and economic reforms?
   b. Why is the Progressive Movement said to have reached its peak by 1916?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and events critical to the period. Oral reports could be prepared by committees for classroom presentation on reforms achieved in the various areas listed under item #8 of the Summary.

TOPIC 48: *Theodore Roosevelt and Progressivism*

Aim: Was Theodore Roosevelt a true Progressive?

Performance Objectives: Students will be able to:

- express familiarity with the broad outlines and guiding principles of Theodore Roosevelt's life
- discuss contributions Roosevelt made to the various undertakings which won him his place in American history, e.g., soldier and athlete, police commissioner of New York City and governor of New York State, assistant navy secretary, Vice President and President of the United States, rancher, hunter and ardent conservationist
- analyze criticisms made of Roosevelt's activist philosophy and programs generated by his many enthusiasms
- discuss Roosevelt's role as a "trustbuster"
- discuss Roosevelt's role as the first "modern President," e.g., his use of the media to carry his appeals to the people over the head of the Congress
- analyze Roosevelt's leadership in forwarding social legislation such as, expanding the powers of the I.C.C., pure food and drug laws, employer liability laws, forest conservation laws

Materials:

- Apple II Computer Lab
- software: Industrialism in America: An Economic History by Focus Media
- textbook chapter/section assigned for previous reading

Motivation:

Place on the chalkboard the following:

"In the interest of the public, the government should have the right to inspect...the workings of the great corporations engaged in interstate business."

President Theodore Roosevelt Dec. 1901

Does this statement in Roosevelt's Annual Message to the Congress identify him as a true Progressive? Who was Theodore Roosevelt and how did he come by his beliefs and guiding principles?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections outline essential features of President Theodore Roosevelt's economic and social policies, and, highlight Federal legislation enacted during his Presidency.

   Challenge students to evaluate Roosevelt's administration - was he a true Progressive?

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and,select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to an overview of economic conditions 1900-1940. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. How did Theodore Roosevelt, the scion of a well-to-do, aristocratic New York family, come by his Progressivism? Did his attitudes mirror the general attitude of the wealthy towards philanthropy (good works)? Explain.
2. Was Roosevelt too much of an eclectic gadfly, too attached to dramatics to do any one job well? How would you judge his varied career - rancher, conservationist, soldier, sub-cabinet member, vice president and President? Would you agree with his critics that his many interests demonstrate a lack of seriouness, of commitment? Explain.
3. Why does Roosevelt qualify as the first "modern President," the occupant of a "bully pulpit"?
4. In addition to his other talents and interests, how did Roosevelt prove himself a first-rate politician?
5. Did Roosevelt fail as a "trustbuster," or was his failure due to the weakness of the Sherman Act? Explain.
6. Did Roosevelt reveal his true Progressive colors when he supported legislation regulating sectors in the economy? Or, was his Progressivism more apparent in the social legislation enacted under his leadership? Explain.

7. Explain the statement of Frances Perkins, who wrote in her book, The Roosevelt I Knew, "It was the era of Roosevelt, and we were all...under his spell...."

Homework:

1. Complete the notes (or other home-study device - time line, chart, spreadsheet) detailing specific data compiled from the data base and teacher's board notes.
2. Review textbook readings assigned previously.
3. a. Does Theodore Roosevelt deserve the title "Trustbuster"? Why?
   b. Was Theodore Rosevelt more politician than President, or a combination of both? Explain.

Enrichment:

Students can prepare extra-credit reports on the various careers and exploits of Theodore Roosevelt. A classroom debate on the merits of Roosevelt's presidency, and his economic and social programs might prove stimulating. Students can also prepare book reports on some of the many biographical studies done on Roosevelt, and evaluations of his presidency.

TOPIC 49: *Conserving the American Landscape and Resources*

Aim: Why was conservation a Progressive ideal?

Performance Objectives: Students will be able to:

- define conservation in Theodore Roosevelt's terms: ecological preservation and protection; resource conservation and wasteland-reclamation
- understand the Progressive issue of industrial land and resource exploitation and waste
- discuss Theodore Roosevelt's pioneer efforts on behalf of conservation; analyze his developed affection for the simple, rugged outdoors life
- discuss, in broad outline, the main provisions of the precedent-setting Newlands Act (1902)
- discuss various conservation measures taken by Roosevelt, including the addition of millions of acres to Federal national forests, and the reclamation of deforested lands
- discuss the invaluable assistance rendered Roosevelt and the nation by the director of the United States Forest Service, Gifford Pinchot

Materials:

- Apple II Computer Lab
- software: Industrialism in America: An Economic History by Focus Media
- textbook chapter/section assigned for prior reading

Motivation:

Place the following on the chalkboard:

"...there is...(nothing)...which compares with the great ...task of leaving this land even a better land for our descendents...."
Theodore Roosevelt (1910)

How should we define the term "conservation?" Why did the Progressives see conservation as a major issue for the reform movement?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study superimposes a game format over data-base sections. These sections highlight President Theodore Roosevelt's conservation policies, his use of presidential power to reclaim and conserve Federal lands, and Federal conservation legislation enacted with Roosevelt's leadership.

   Challenge students to evaluate Roosevelt's conservation policies and to assess the nation's present need for continuing legislation in this area.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to an overview of economic history 1900-1940. The students proceed to work interactively with the computer to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why did conservation become an issue for the Progressives?
2. Does the conservation issue have conservative overtones? Is it a relic of pre-industrial, Jeffersonian anti-cities thinking? Justify your response.
3. Why was Theodore Roosevelt an exponent of the rugged, outdoors life?
4. Why is Theodore Roosevelt considered a pioneer in ecological conservation?
5. What precedent did the Newlands Act (1902) set? What were some of its main provisions?
6. How did Theodore Roosevelt set himself up as a one-man Chamber of Commerce on behalf of conservation efforts?
7. Did the director of the U.S. Forest Service, Gifford Pinchot, play a pivotal role in Roosevelt's conservation program? (Explain.) Why do you think Pinchot was dismissed by Roosevelt's successor, President Taft?
8. Is conservation still an important issue for Americans? Why might it be an even more critical issue now than in Theodore Roosevelt's time?

Homework:

1. Complete the notes (or other home-study device - time line, graph, spreadsheet) detailing specific data compiled from the data base and teacher's board notes.
2. Review textbook readings assigned previously.
3. a. Why was President Theodore Roosevelt particularly concerned with the preservation of America's natural geography and resources?
   b. Why is conservation an even more critical issue today than in the early 1900's?

Enrichment:

Students can prepare extra-credit reports from library materials on historic personages and events critical to the period. Many excellent Roosevelt biographies have been written which students can use for book reports, including Roosevelt's own accounts of his outdoor experiences. A class-compiled visual catalogue of U.S. national parks might prove stimulating for display purposes.

TOPIC 50: *Woodrow Wilson and Progressivism*

Aim: Did reform achieve its greatest gains during Wilson's presidency?

Performance Objectives: Students will be able to:

- identify and discuss contributions Wilson made (in broad outline) to his several careers, e.g., constitutional historian, college president, governor, President, and outstanding Progressive
- demonstrate familiarity, in broad outline, with major political and economic reforms enacted during Wilson's administrations as Governor of New Jersey and President of the United States
- analyze criticism of Wilson's idealism, e.g., Wilson left too much of the "nuts-and-bolts" to his aides, Wilson did not keep his Congressional fences mended
- discuss Wilson's political leadership in seeing to the Congressional enactment of his "New Freedom" program
- discuss Wilson's first term as the "high water mark" of the Progressive movement
- discuss America's increasing concern with W.W. I in Wilson's second term and the concomitant weakening of the drive to make basic political, social and economic reforms

Materials:

- Apple II Computer Lab
- software: Industrialism in America: An Economic History by Focus Media
- textbook chapter/section assigned for previous reading

Motivation:

Place the following on the chalkboard:

"Democratic institutions are never done - they are like living tissue, always a-making."

Woodrow Wilson

What did Wilson mean by this statement? How was his confidence in the parliamentary process borne out during his presidency? Was the President's leadership a primary factor in Congressional enactment of Wilson's "New Freedom" program?

Development:

1. Review student responses to the motivation. Tell them that the program thay are about to study superimposes a game format over data-base sections. These sections highlight Woodrow Wilson's Progressive policies as governor of New Jersey and President; his administrative leadership as governor and President in getting his programs enacted into law; and, his Presidency as the culmination of the Progressive Era.

   Challenge students to evaluate criticism of Wilson's idealism; that his failure to be more of a politician hurt his Progressive policies.

2. Develop with students an appropriate file mechanism needed to retain accessed data. Confirm which data is to be retained. Discuss with students the possibilities for ease of data review presented by a cross-reference system (spreadsheet).

3. Remind students of correct disk-handling methods. Load disk. After identifying visuals, instruct students that their choices for the following question sequence will determine the computer's presentation of data sections. Instruct students to press (Y) for sound; press (1) for game presentation or (2) for questions only; if game is chosen, press (2) for teams; type individual or team name, then press "RETURN"; and select the number of questions to be answered, from 1 through 20 . After a visual score-keeping summary, press the space bar for the first question. Instruct the students to follow the game procedure, if that is the choice; if students wish access to the data-base section, press (H) for HELP. This instruction appears at screen bottom. The data-base sections will follow in chronological order by topic. The students must proceed through all the sections to reach the desired data. They can escape back to the questions by pressing (Q).

4. The computer-directed instruction starts with data relevant to Wilson's program for reform presented to the Congress. The students proceed to work interactively with the compute to complete a review of pertinent data-base sections. The instructions for operating the software appear on the screen allowing students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Who was Woodrow Wilson? How did a Virginia-born, Georgia-bred son of a Presbyterian minister win the White House (given almost 40 years of Republican Presidents supported by Civil War memories and industrialists' money)?
2. How did Wilson prove his Progressive ideals as governor of New Jersey?
3. Was Wilson a brilliant politician, in the Roosevelt style, or was this comparative unknown swept into the White House by a tidal wave of reform? Explain.
4. What were the major elements in Wilson's program for national reform, his "New Freedom" platform?
5. How successful was Wilson in seeing the Congress enact his "New Freedom" program?
6. Was Wilson's administration the 'high water' mark of the Progressive Era? Had reform accomplished all the good that Americans demanded? Explain.
7. Why did the war raging in Europe (1914-1917) turn Wilson and America's attention away from domestic policies and problems? Should Americans have been surprised at Wilson's war message less than a year after he won a second term with the slogan, "He kept us out of war"?

8. How was Wilson's unbending moral idealism a detriment to his political leadership? How could he have accomplished more with an ability to compromise?

Homework:

1. Complete the notes (or other home-study device - time line, chart, spreadsheet) detailing specific data compiled from the data base and teacher's board notes.
2. Review textbook readings assigned previously.
3. a. State and explain President Woodrow Wilson's "New Freedom" policy? Why must it be considered a Progressive program?
   b. Why does Wilson's presidency mark the end of the Progressive Era?

Enrichment:

Students can prepare extra-credit reports on the various careers and political campaigns of Woodrow Wilson. Documentary films and a biographic film treatment of Wilson's life are available to those with VCR's. A classroom debate on the merits of Wilson's New Freedom program might prove interesting.

TOPIC 51: *The U.S. Expands Beyond Its Borders - Alaska, Hawaii, Puerto Rico, Midway, Guam*

Aim: Did the U.S. become imperialistic (after 1865)?

Performance Objectives: Students will be able to:

- identify outline maps of the Caribbean Sea and the Central Pacific using an outline of the U.S. (North America) as a guide
- identify and discuss the importance of historic personages, events, population statistics, treaties, e.g. Treaty of Paris (1898), monetary statistics, historic phrases, e.g. Seward's Folly, Rough Riders
- analyze the role businessmen, missionaries, the military and Presidents played in the acquisition of overseas territories by the U.S.
- compare the great pioneer migration West with U.S. expansion into the Caribbean and Pacific regions; explain the causes of U.S. expansion overseas, e.g., closing of the frontier, "safety valve" theory, "great power" status
- explain whether "trade follows the flag"; whether the U.S. Constitution applies to all wherever the U.S. chooses to acquire territory
- determine whether the status of the U.S. changed irrevocably with its, acquisition of overseas territories

Materials:

- MS DOS computer lab
- software: Scholastic PFS: U.S. History Databases - Frontier
- copy of outline map of North America showing the Caribbean Basin and the islands of the Central Pacific
- full color political map of North America and adjacent ocean regions

Motivation:

Place the following on the chalkboard:

"Manifest Destiny or Imperialism"; "Territory or Colony"

Why did American leaders such as William Seward, William McKinley, Theodore Roosevelt, feel that the U.S. had to acquire territory outside the borders of the original 48 states? Were they, in effect, being lead by or leading America's industrial captains? Why did U.S. military leaders feel overseas territories were necessary for U.S. defense needs? Did Alaska virtually drop into the lap of the U.S.? How could this frozen land have any value to the U.S.? What interest could the U.S. have in small Caribbean islands with little to trade?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in data-base sections grouped under the heading "Alaska and Hawaii," the acquisition by the U.S., either through purchase, outright annexation, or war, of territories outside the original 48 states, e.g., Alaska, Hawaii, Puerto Rico.

Challenge the students to locate these territories on their outline maps and to evaluate the economic and political importance of these territories to the development of the U.S.

2. Develop with the students an appropriate file mechanism needed to retain accessed data, e.g. notes, time line, spreadsheets. Confirm which data is to be retained, e.g., key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for ease of data review (spread sheets).

3. Remind students of the correct method for handling disks. Load booting disks in drive "A" (where required). After date, time, and file requirements are complete, load Scholastic data base "U.S. Frontier" into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Frontier" after the phrase "Search/ Update." A second menu/program outline will appear on screen. Students will now type their topic headings after the word "Topic" in order to retrieve specific data-base sections. Advise students that all data-base sections pertaining to the topic heading will follow after the first display section, but not necessarily in chronological order. Also, advise students that each data-base section consists of 3 pages and that pages 2 and 3 can be accessed by using the "PgDn" (page down) key. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevent to the Federal acquisition of Alaska and, later, the acquisition of Hawaii. The teacher may maintain a board outline to provide students with a chronological guide and to add material not covered by the program. The students proceed to work interactively with the computer and the teacher to compile data on the expansion of the U.S. overseas. The teacher can assist the students to develop a pool of topic headings for data-base section retrieval as they work. The instructions for operating the software appear on the screen allowing students to work at their own pace. The teacher should advise students on the use of the "Esc"(escape) key to facilitate their use of the software.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students' accumulated data will permit those with incomplete files to obtain needed data. Instruct students to turn off the computer, monitor and power switches, and remind students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Looking back, state why Secretary Seward's decision to fight to gain Congressional approval for the purchase of Alaska must be considered a major political and economic gain for the U.S.? How do you think the Russians view their decision to sell, in light of modern events?
2. Why, historically, since the 18th Century, has the U.S. looked beyond the western coast of North America to the Pacific Ocean and the Far Eastern countries beyond? (Review whaling expeditions to the northern Pacific and trade with China in the 1780's.)

3. How did America become an important influence in the Pacific? What influenced Americans to lead a revolt in the Hawaiian Islands against their hereditary queen? Why did the Spanish War precipitate the organization of Hawaii as a territory of the U.S. (1898)?
4. What historic ties have the Caribbean Islands had with the U.S.? (Review with students important Caribbean products, the "Triangular Trade," the 19th Century attempts to seize Nicaragua and Cuba.)
5. Why were elements of U.S. society, (businessmen, military leaders, newspaper owners) bent on a war with Spain over the Caribbean? How did this desire lead to the acquisition of Puerto Rico?
6. How did the acquisition of Caribbean and Pacific Island territories move the U.S. to great power status in the eyes of the world's leading nations? Do you think this was behind President Theodore Roosevelt's dispatch of an American naval squadron around the world? Explain.

Homework:

1. Complete the outline map of North America filling in the major Caribbean and Pacific Islands, and the names of key water areas in the Northern Pacific.
2. Complete the notes (or other home-study material - time line, spreadsheet) compiled from the Scholastic Database and teacher's board notes.
3. a. How have events in the 20th Century changed American opinion towards the purchase of "Seward's folly" in 1867?
   b. How did the U.S. become a regional presence in the Caribbean? in the Central Pacific?

Enrichment:

Students can prepare extra-credit reports from library research on historic personages and events connected with the expansion of the U.S. into the Caribbean and Pacific regions. Reports on museum exhibits of Puerto Rican, Alaskan and Hawaiian cultural and economic artifacts might prove especially interesting. Documentary films on Eskimo life may be available to students with home VCRs. Classroom exhibits of Hawaiian and Puerto Rican products may be stimulating and thought-provoking.

TOPIC 52: *The Twenties - A Business Boom or False Prosperity*

Aim: Did the U.S. economy give any indication of weakening during the 1920's?

Performance Objectives: Students will be able to:

- identify the "Roaring Twenties"
- compare data on the 1920's
- assess the economy of the 1920's

Materials:

- MS DOS computer lab
- software: PFS: File and Scholastic PFS: Scholastic U.S. History Database
- printer available for the student printout

Motivation:

How many have heard of the Roaring Twenties? It was a time of supposedly easy times with much prosperity after World War I. Was this really the case? Did anyone suffer during that era? Elicit from the students the fact that only through data can we be sure of our conclusions about the Twenties.

Development:

1. Introduce the class to the program PFS: FILE and the accompanying data base Scholastic U.S. History. The teacher should explain how the programs work together. Practice some data retrieval with the class. Activities are suggested in the teacher's guide to the Scholastic U.S. History Database which will facilitate data retrieval.

2. Ask the class to retrieve data on the 20th Century data disk on the following: hourly earnings of manufacturing workers, per cent of unemployment and income tax collected for each year of the decade 1920-1930. Print out the data on the printer.

3. Have the program make a summary for the entire decade 1920 to 1930 in the same areas as in step 2. Print out the data as in step 2.

4. Ask: Is there any trend visible in the data collected? Have the earnings of the manufacturing workers changed? Has the rate of unemployment gone up or down? Has the government yielded more tax revenue than previously? Can we draw any conclusions?

5. Care must be taken to remove the disks and to turn off the computers and the monitors. Have the students place the disks in their protective covers. Take great care not to have the students accidently write over any data disk.

Summary:

1. What data was found to be relevant to the U.S. economy in the 1920's?
2. Can any conclusions be drawn from the data collected?

/

Homework:

Write a short paragraph on your conclusions and include the data researched in the data base. Have the student describe whether the term "Roaring Twenties" fits the decade.

Enrichment:

Access the data base to see what occurred in the areas of wages, employment and income tax collections in the early 1930's. Contrast that with the data for the 1920's. Give any impressions on the contrast.

TOPIC 53: *A Weak Economic Structure and the Onset of the Depression*

Aim: What signs were there that economic problems were ahead in the late 1920's?

Performance Objectives: Students will be able to:

. use a data base program to find pertinent economic data
. identify those areas which give indications of economic difficulty
. print out data on a computer printer

Materials:

. MS DOS computer lab
. software: PFS: File and Scholastic PFS: U.S. History Database
. printer available for student use

Motivation:

Could anyone have foreseen the economic depression which came in the late 1920's and 1930's? Were there signs in the economy that all was not well? Elicit from the class the fact that many economists had seen the bad financial practices of the 1920's as a warning. The economy took a downward turn when all confidence was eroded.

Development:

1. Introduce the class to the PFS: File and Scholastic PFS: U.S. History Database. The class should practice some retrievals before attempting to find the required data. The Teacher's Guide offers some suggestions as to where to begin.

2. The programs should be loaded into each computer. First load the PFS: File program followed by the U.S. History Database. Handle each disk carefully making sure the data base is write-protected to prevent any loss of data.

3. The students can attempt to retrieve any data from the years 1926, 1927, 1928, 1929 and 1930 in the following areas: Gross National Product, Hourly Earnings of Manufacturing Workers, Income Tax Collected, KWHR of electricity per customer and the value of merchandise imported and exported. The data should be printed out.

4. Is there any indication from the data that the United States was going into severe economic difficulty? Did the ordinary citizen have any hint that a depression was coming? Elicit from the students the fact that all data collected has to be examined independently and not in the light of later years. Students may come forward with different conclusions on the data. Examine and discuss different results.

5. Have the students return the disks to their protective covers making sure the data disks are write-protected. Students should turn off all computers and monitors.

Summary:

1. What areas were pertinent to the aim of the lesson in the data-base program?
2. What conclusions could you draw from the data collected?

Homework:

1. As an average high school student in the 1920's, do you think you could warn your parents of the economic depression of the 1930's?
2. What economic data would you need to make such a prediction?

Enrichment:

Graph the data collected in each of the years searched and display the results for the class.

TOPIC 54: *Relieving Human Suffering and Need*

Aim: How did the government give immediate relief at the beginning of the Roosevelt Administration?

Performance Objectives: Students will be able to:

- identify the programs which gave aid to the unemployed and impoverished
- analyze why the administration put the programs rapidly into effect
- use a word processing program to incorporate their opinions on disk for printout

Materials:

- MS DOS computer lab
- software: compatible word-processing program
- printer available for student use

Motivation:

Imagine you have been out of work for many months. Your family has depleted its savings and has difficulty paying its monthly rent. All hope of employment seems bleak and people are talking about starvation and revolution. What should be done? Elicit from the class any further descriptions which would add to the mood of the United States at the beginning of the New Deal. What approaches should Franklin Roosevelt pursue? Can he afford to wait very long in implementing them?

Development:

1. Introduce the class to the beginning of the New Deal by describing the legislaton enacted production during its first 100 days. Many vital areas of national well-being were addressed: employment, banking, industry are some.

2. What was the pressure behind Roosevelt's rapid implementation of these measures? What did he think might have come about had he not acted so quickly? Elicit from the class the fact that in his inaugural address Roosevelt hinted at the fact that human suffering in the United States could lead to civil disturbances.

3. What program most helped relieve the suffering of millions of Americans? Elicit from the class the understanding that jobs through the Works Progress Administration (WPA) gave a salary to millions of workers and their families to meet basic needs of food and shelter.

4. Introduce the word processing program to the class and have the students practice entering short essays and saving to disk. After they are familiar with it, they can express their own opinions about the Roosevelt programs to relieve human suffering during the Depression.

5. After the essays have been written and saved to disk, they should be printed. At the end of the printing, remove the disk from the computer and turn off both the computer and the monitor.

Summary:

1. What were the programs which were initiated by the Roosevelt Administration to relieve human suffering during the Depression?
2. Why were these programs put into effect so quickly after the beginning of the New Deal?

Homework:

1. Describe conditions that the unemployed lived under in the 1930's.
2. What organizations were created to help the unemployed?
3. Do you think the national government is responsible for easing the plight of the unemployed? Why?

Enrichment:

Write an essay on the opinions which people had for and against the New Deal legislation during the first few months of the Roosevelt Administration.

TOPIC 55: *The Federal Budget*

Aim: How does Congress make budget decisions?

Performance Objectives: Students will be able to:

- understand the process of reaching budget decisions
- describe the compromises and dealings that lead to budget-making
- explain the influence that certain groups have on budget decisions
- identify the role of the President in the budget process

Materials:

- Apple IIe computer lab
- software: Decisions, Decisions, the Budget Process: A Question of Balance by Tom Snyder Productions

Motivation:

The government is spending $200 billion more per year than it receives. Some people consider this deficit to be both dangerous and growing. Four possible ways to correct this problem are:

1. Borrow from the public and foreign nations
2. Increase revenues (higher taxes)
3. Decrease expenditures (lower spending)
4. Print more money

What are the drawbacks to each of these choices? Why is it so difficult to cut the budget? In reviewing the students' responses, elicit from them that the budget-making process is complex and involves making many (sometimes unpopular) decisions. Review the characteristics of the budget-making process.

Development:

1. Review the student responses and tell them the program they are about to use will allow them to play the role of congressional representatives trying to influence the budget process.

2. Remind the students of the correct method of handling disks and tell them to insert the disk into drive "A". The students should turn on the monitor and computer power. The program is self-loading.

3. When the menu appears, on the screen, instruct the students to select N for New Game. The students should make the following choices on the following menus: Game number? Select A. How many teams? Select 1. Screen display, select S. Timer display, press N. Then, follow the screen instructions.

4. When the next menu appears instruct the students to select priority A as first choice, priority B as second choice, and priority C as third choice.

5. The computer simulation starts with a hypothetical situation involving the passing of budget bills. The students are introduced to the various factors that influence an elected official in determining what to support.

6. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches and remind the students to put the diskettes carefully in their protective covers without touching the recording surfaces.

Summary:

1. How does the President influence budget decisions?
2. What outside factors go into the budget process?
3. What role does the party serve in reaching decisions?
4. How important is an elected official's constituency?

Homework:

1. What is a lobbyist?
2. Should an elected official do exactly what his constituents want?
3. How does Congress create a budget?
4. What is the role of the President in the budget-making process?
5. How has our large deficit influenced the budget-making process?

Enrichment:

Obtain a copy of the current federal budget. Report on the major sources of revenue and the major expenditures. Construct a pie graph of both revenue and expenditure.

TOPIC 56: *Impact of the Automobile*

Aim: How quickly did the automobile change the urban life of Americans?

Performance Objectives: Students will be able to:

- identify when the automobile had the greatest effect on American society
- recognize the forces which were responsible for this movement
- use a data-base program to obtain information

Materials:

- MS DOS computer
- software: PFS: File and Scholastic PFS: U.S. History Database
- printer available for student use

Motivation:

Does anyone know when Henry Ford produced his first car from an assembly line? Elicit from the class that Fords began being produced in the 1890's. Ask: How could such a product have an important effect on American life and travel? Elicit the fact that only a small number of Americans could afford cars before Ford, but now a large part of the population can afford to own one.

Development:

1. Introduce the class to the Scholastic U.S. History Data Base program to be used with PFS: File. After the class has had an introduction on how to use the program, ask the class to look up the 20th Century file on the data base.

2. After the file is located, ask for the data on urban and rural communities in the United States. See when the greatest growth in the cities took place.

3. With the information on the cities printed out, ask for the file on inventions. With that file the class should be able to discover when the car was produced. Assembling both bits of data together, the students should be able to pinpoint the years of change in the cities.

4. After the computer work is complete, have the students remove the disks from the drives and turn off the computer and the monitor.

Summary:

1. At what time did the automobile have the greatest effect on American society?
2. What forces do you think caused this change to happen?

Homework:

Write a brief essay on the use of the automobile in the urbanization of America. Use some of the data collected from the data-base program.

Enrichment:

Research the effect of the automobile on Americans through 1960. Use the data-base program to collect any information and print out the results of the research.

TOPIC 57: *United States Foreign Policy - Global Hot Spots*

Aim: What options does a President have concerning global hot spots?

Performance Objectives: Students will be able to:

- recall that each nation has foreign relations with other nations
- state the range of relationships from warm to hostile for several nations
- identify foreign policy goals
- compare foreign policy actions taken by the United States and the Soviet Union
- assess how superpowers react to each other's policy decisions

Materials

- MS DOS computer lab
- software: Balance of Power by Mindscape School Software
- student notebooks
- homework worksheet

Motivation:

Present the following: Assume the role of President of the United States. The goal of our foreign policy is to strengthen our own geopolitical prestige and at the same time weaken the geopolitical prestige of the Soviet Union. What can the President do to further these aims?

Development:

1. Elicit from the class the goals of foreign policy. Write these goals on the chalkboard. Have the students rank the goals in order of importance.

2. Provide students with a current news article on United States and a nation that may be viewed as an international "hot spot." Have them explain in writing why that nation qualifies as a hot spot. Ask the students if the United States should send combat troops to intervene in that nation's conflicts. Have the students list other countries in the world that are may be viewed as a threat to the United States. Ask if the United States should intervene in the listed nations. Tell the students that the program they are about to use will clarify their knowledge of hot spots and the President's response to it.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "START UP DISK" into drive "A" and the program diskette labeled "SYSTEM DISK" into drive "B". The students should turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter". The program will request that the students place the diskette labeled "BOP.EXE" in drive A. Remove the "START UP DISK" from drive A and insert the program "BOP.EXE" diskette. Leave the "SYSTEM DISK" in drive B. Press the space bar. The program will load automatically.

4. Instruct the students to pull down the USA menu by pressing the "alt" and "u" keys simultaneously, choose "Diplomatic Relationships" to scan the map, check the status of countries that may be seen as a threat to the United States, then choose one as the country on which to focus.

5. Pull down the "Make Policies" menu, and choose "Aid to Insurgents." Select the highest level of aid.

6. Select the Game menu, choose Next Turn, and wait for the Soviet reaction. Decide how to react to the U.S.S.R. taking exception to the arms shipment, and respond accordingly.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What is a foreign policy crisis?
2. How can we identify friendly from not-so-friendly nations?
3. What should the United States foreign policy be towards a nation viewed as not-so-friendly?
4. What is the significance of that nation to the United States?
5. What is the significance of that nation to the Soviet Union?
6. List the various actions available to the President responding to that government's possible threat.
7. Did the actions of the United States and the Soviet Union cause or prevent a nuclear war?

Homework:

Have the students complete the following exercise:

1. List 4 foreign goals of the United States.
2. Who creates foreign policy in the United States?
3. What may influence the policy makers in their pursuit of creating a strong foreign policy?
4. How can the United States increase its international prestige?
5. Why is establishing peace a major foreign goal?

Enrichment:

Use daily newspapers and weekly news magazines to find actual international geopolitical problems. Apply the strategies you use when playing "Balance of Power" to try solve the actual problems.

TOPIC 58: *United States Foreign Policy - Conditions Leading to Insurgency*

Aim: What conditions might lead to an insurgency?

Performance Objectives: Students will be able to:

- explain what an insurgency is
- define right and left as found on a political spectrum
- identify right and left wing regimes
- identify conditions under which insurgencies are more apt to be successful
- assess how superpowers react to insurgencies

Materials:

- MS DOS computer lab
- software: Balance of Power by Mindscape School Software
- student notebooks
- wall map of the world
- three copies of the Data Collection Sheet
- homework worksheet

Motivation:

The teacher asks the class to: Describe how you dealt with a personal crisis and how much of your decision making during the crisis was based on logic as compared to emotion.

Development:

1. Elicit from the class a list of characteristics of the United States government and society. Then elicit the same information concerning the Soviet Union.

2. Ask the class to compare the lifestyles of the United States and the Soviet Union. Ask the student to compare the governments of the United States and the Soviet Union. Draw a political spectrum on the chalkboard, labeling the extremes: right wing and left wing. Explain that most nations fit somewhere in the political spectrum. Have the students place the Soviet Union at the left wing and the United States at the right wing of the spectrum.

3. List countries that are undergoing insurgencies. Ask the students why some nations are more likely to have an insurgency. Elicit from the class that insurgencies are more apt to succeed against weak governments in poor nations that have little history of democratic traditions. Provide each student or group of students with a Data Collection Sheet. Instruct students to record data on the economies and political values of three countries. Tell the students that the program they are about to use will give them the data they need to make logical decisions.

4. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "START UP DISK" into drive "A" and the program diskette labeled "SYSTEM DISK" into drive "B". The students should turn on the monitors and computer power. After the computer is

turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter". The program will request that the students place the diskette labeled "BOP.EXE" in drive A. Remove the "START UP DISK" from drive A and insert the program "BOP.EXE" diskette. Leave the "SYSTEM DISK" in drive B. Instruct the students to load "Old Game." Press the space bar. The program will load automatically.

5. Instruct the students to pull down the COUNTRIES menu by pressing the "Alt" and "C" keys simultaneously, consult "Spheres of Influence," then "Insurgency." Look for three countries within the Soviet sphere of influence that also have insurgencies.

6. For each of the three countries, pull down the "Briefing" menu and select "Background." Consult the GNP (Gross National Product) map, under the "Resources" menu, for the country's economic condition compared with other nations, and the "Political" menu for maps showing Political and Civil Rights afforded its citizens. Select "Close Up" to obtain more information about the country. Record the pertinent data on the data sheets, one per country.

7. Study all three data sheets, and decide which country's insurgency to support. Pull down the "Make Policies" menu, choose between Aid to Insurgents and Intervene for Rebels, and then enact the policy they select.

8. Allow the students a reasonable amount of time to complete the computer directed activity. Suggested time is 20 - 25 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What is a political spectrum?
2. What does left and right wing refer to on a political spectrum?
3. In which kinds of countries would an insurgency be apt to succeed?
4. What is a sphere of influence?
5. Name two nations that are spheres of influence of the United States.
6. Name two nations that are spheres of influence of the Soviet Union.
7. What is GNP?
8. Why is GNP a good indicator of economic conditions?
9. What are civil rights?
10. Relate the level of civil rights to the stability of a government.

Homework:

Answer the following questions:

1. Give a definition for "insurgency."
2. Draw a political spectrum. Place the United States and the Soviet Union at the correct poles.
3. List three right wing regimes and place them on the spectrum.
4. List three left wing regimes and place them on the spectrum.
5. Identify conditions under which insurgencies are more apt to be successful.

Enrichment:

Use daily newspapers and weekly news magazines to find actual data on the insurgency in El Salvador. Research who are the insurgents and where do they fit on the political spectrum. What are their aims? Who supports the insurgents? Where does the government of El Salvador fit on the political spectrum? Which nation gives military and economic support to the government of El Salvador?

DATA COLLECTION SHEET

Name of Country:

Year(s):

Prestige Value:	Sphere of Influence:
U.S.A.'s Diplomatic Relationship:	U.S.S.R.'s Diplomatic Relationship:
U.S.A.'s Offensive Strategy:	U.S.S.R.'s Offensive Strategy:
U.S.A.'s Defensive Strategy:	U.S.S.R.'s Defensive Strategy:

Other Events Concerning This Country:

TOPIC 59: *United States Foreign Policy - Levels of Insurgency*

Aim: How can we distinguish among different levels of insurgency?

Performance Objectives: Students will be able to:

- define insurgency and list several insurgent groups operating in other nations
- state the goals of insurgencies
- identify sources of insurgent aid
- compare at least two insurgent groups
- assess how superpowers react to insurgency

Materials:

- MS DOS computer lab
- software: Balance of Power by Mindscape School Software
- student notebooks
- wall map of the world
- homework worksheet

Motivation:

The teacher asks the class:
The United States was founded by revolution. Does that mean that the United States has an obligation to help revolutionaries around the world? Should the United States lend its support to freedom fighters wherever they might be? Does this aid further United States foreign policy goals?

Development:

1. Elicit from the class the goals of foreign policy. Emphasize the goals of accumulating allies and ensuring that enemies are few and weak.

2. Provide students with a current news article on an United States-supported insurgency. Have them explain why our government is supporting the insurgency. Ask the students how the United States could support an insurgency. Ask the students if the United States could support an insurgency in the Soviet Union. Have the students list other countries in the world that are in fact hostile to the United States. Ask if the United States should intervene in the listed nations. Tell the students that the program they are about to use will clarify their knowledge of insurgencies and our government's response to them.

3. Remind the students of the correct method for handling disks and tell them to insert the disk labeled "START UP DISK" into drive "A" and the program diskette labeled "SYSTEM DISK" into drive "B". The students should turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter". The program will request that the students place the diskette labeled "BOP.EXE" in drive A. Remove the "START UP DISK" from drive A and insert the program "BOP.EXE" diskette. Leave the "SYSTEM DISK" in drive B. Press the space bar. The program will load automatically.

4. Instruct the students to pull down the COUNTRIES menu by pressing "ALT C" key, choose "Insurgency" to scan the map, checking for the level of insurgency in various countries. Then pull down the USA menu and check the Diplomatic Relationships map.

5. Decide on a country that has poor U.S. relations, has an insurgency, and is bordered by a country friendly to the United States.

6. Find the name and strength of the insurgency for that nation and several other nations. Have the students take notes on the insurgencies.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10 - 15 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What is an insurgency?
2. How do insurgencies arise?
3. Where would you expect to find insurgencies?
4. What are the goals of insurgencies?
5. When are insurgencies successful?
6. Can you measure the success of various insurgencies? Explain.
7. List insurgencies that achieved a high level of success.
8. How should the United States react to insurgency?
9. What should the U.S.S.R. do in response to insurgency?

Homework:

Have the students complete the following exercise:

1. List three nations faced with an insurgency.
2. How are these nations reacting to the insurgency?
3. How can the United States respond to insurgency in allied nations?
4. Why is insurgency a major global problem?
5. Would you describe the American Revolution as an insurgency against England?
7. Did any foreign nations aid the American insurgency against England?

Enrichment:

Research the events that led to the start of the Revolutionary War. How might the British have acted differently and possibly avoided war?

TOPIC 60: *United States Foreign Policy - Dealing With Insurgency*

Aim: How can the United States select a policy to deal with insurgency?

Performance Objectives: Students will be able to:

- recall several nations that have insurgencies
- consult a world map to identify geographical features that might obstruct support of insurgencies
- identify criteria for choosing which insurgencies to support and which to oppose
- understand how policies differ depending on the level of insurgency support
- assess how superpowers react to insurgency

Materials:

- MS DOS computer lab
- software: Balance of Power by Mindscape School Software
- student notebooks
- wall map of the world
- homework worksheet

Motivation:

The teacher places a mock headline on the chalkboard:
"Marcos' Bizarre Plans for Insurrection Are Uncovered"
Then ask, "Why would former President Ferdinand Marcos' plan to topple the Aquino government be opposed by the United States?" Then, "How can Marcos lead an insurrection in the Philippines from his home on Hawaii?"

Development:

1. Elicit from the class the goals of foreign policy. Emphasize the goals of accumulating allies and insuring that enemies are few and weak.

2. Develop the idea that to successfully support an insurgency, a supporting nation needs an ally contiguous to the nation in which the insurgency is taking place. Ask the students if the United States could support an insurgency in the Philippines. Should another nation support an insurrection in the Philippines? Ask if the United States should intervene in any other nations' affairs. Tell the students that the program they are about to use will clarify their knowledge of insurgencies and our government's response to them.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "START UP DISK" into drive "A" and the program diskette labeled "SYSTEM DISK" into drive "B". The students should turn on the monitors and computer power. After the computer is turned on, the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter." The program will request that the students place the diskette labeled "BOP.EXE" in drive A. Remove the "START UP DISK" from drive A and insert the program "BOP.EXE" diskette. Leave the "SYSTEM DISK" in drive B. Press the space bar. The program will load automatically.

4. Instruct the students to pull down the COUNTRIES menu by pressing "ALT C" key, choose "Insurgency" to scan the map, checking for the level of insurgency in various countries. Then pull down the USA menu and check the Diplomatic Relationships map.

5. Decide on a country that has poor U.S. relations, has an insurgency, and is bordered by a country friendly to the United States.

6. Select the border country friendly to the United States. Pull down the Make Policies menu, and send Military Aid to turn them into an ally.

7. Select the country with the insurgency, and pull down the Make Policies menu to choose Aid to Insurgents.

8. Go to the Game menu, choose Next Turn, and wait for the Soviet reaction. Respond to the Soviet reaction (backing down at an appropriate point), pull down the Game menu, and choose Quit Game.

9. Allow the students a reasonable amount of time to complete the computer directed activity. Suggested time is 10-15 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What is military aid?
2. How can military aid strengthen a nation?
3. Describe how strengthening the military of the neighboring country could help end an insurrection?
4. If strengthening the military in a contiguous country did not help, suggest reasons why.
5. List insurgencies that achieved a high level of success.
6. Discuss how students policies differed depending on the level of insurgency they supported.
7. What is the contiguity requirement?
8. What is the U.S. Special Forces strike force?
9. How might the U.S. Special Forces strike force overcome the contiguity requirement?

Homework:

Have the students complete the following exercise:

1. What characteristics describe a nation that is most likely to be vulnerable to an insurgency?
2. Name an insurgency worthy of United States support.
3. What is the name of an insurgency that the United States should not support?
4. Would you consider the Contras in Nicaragua an insurgency?
5. Do most insurgencies have the support of the majority of the nation's population?

Enrichment:

In the year 1989, as President of the United States, you must decide whether to continue your predecessor's policy of supporting the insurgents in Nicaragua. State your decision and the factors which influenced it.

TOPIC 61: *United States Foreign Policy - Managing an International Crisis*

Aim: What information is needed for managing an international crisis?

Performance Objectives: Students will be able to:

- recall what information about conditions in a country is important when formulating policy
- consult a world map to identify geographical features that might be considered relevant data when formulating policy
- identify who advises the President during a crisis situation
- compare the perceptions of the presidential advisors and the relationship of the President and his advisors
- assess how superpowers react to crisis

Materials:

- MS DOS computer lab
- software: Balance of Power by Mindscape School Software
- newspaper article about the National Security Council or the President's cabinet
- wall map of the world
- Strategy Decision Sheet
- Data Collection Sheet
- homework worksheet

Motivation:

The teacher distributes the newspaper article about the National Security Council or the President's cabinet. Have students read the short article. Encourage students to express their perceptions of the relationship between a leader and advisors during a crisis.

Development:

1. Elicit from the class a list of categories of information a head of state might need in an international crisis.

2. Break the class into groups and have each group arrive at a consensus on leadership style for the group. For example, is the leader bound to accept the advisors' advice? Does he or she have to accept all the advisories provided by the computer?

3. Introduce the Strategy Decision Sheet. Explain that it is designed to help students reach a decision about their actions regarding a country. Introduce the Data Collection Sheet. Explain that the purpose of the sheet is to have a handy reference with pertinent information about a country when a decision has to be made. Tell the students that the program they are about to use will help them to gather data for managing an international crisis.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "START UP DISK" into drive "A" and the program diskette labeled "SYSTEM DISK" into drive "B". The students should turn on the monitors and computer power. After the computer is

turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter". The program will request that the students place the diskette labeled "BOP.EXE" in drive A. Remove the "START UP DISK" from drive A and insert the program "BOP.EXE" diskette. Leave the "SYSTEM DISK" in drive B. Press the space bar. The program will load automatically.

4. Instruct the students to pull down the EVENTS menu by pressing the "Alt" and "E" keys at the same time, consult "U.S.S.R. Actions" to scan how the Soviets have been conducting their foreign policy. Record any unacceptable Soviet actions on the Strategy Decision Sheet.

5. Consult the U.S.A menu to obtain data on the countries in question. Use the Data Collection Sheet to record the data. Evaluate the information on the Data Collection Sheet, and then decide how to respond to the unacceptable actions.

6. Return to the Events menu and choose one of the unacceptable Soviet actions. Respond by selecting the Question button, which will initiate a Soviet response.

7. Look at the bottom of the window to consult the State Department's assessment of the importance of the issue. Then select either Challenge or Back Down. Continue communication until either the U.S.A. or the U.S.S.R. must back down.

8. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 20-25 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What information is needed to manage an international crisis?
2. What happens if our nation backs down in an international crisis?
3. Who makes the major decisions in an international confrontation?
4. Who is in charge of the President's cabinet?
5. Who is in charge of the National Security Council?
6. Compare the responsibilities of the National Security advisor to those of the secretary of state.
7. What facts helped the students through the confrontation in the game?
8. Were the numerical values assigned to Prestige At Risk in the Challenge-Back Down window accurate?
9. Where did those numbers come from?

Homework:

On a separate rexographed sheet, have the students complete the following exercise:

By now you should have developed a wide knowledge of geography. Write the name of each country in the columns at the top under the correct continent at the bottom of the page.

Chile
Nigeria
West Germany
Mali
Sudan
Morocco
Libya
Ethiopia
Philippines
Romania
Panama
Zaire
United States
Pakistan
Canada

Honduras
North Korea
Brazil
Sweden
Iran
Japan
Cuba
Saudi Arabia
Poland
Indonesia
Nicaragua
Algeria
Argentina
Great Britain
Venezuela

Turkey
Israel
Egypt
Thailand
Burma
Soviet Union
Afghanistan
Tanzania
France
Peru
India
Syria
Yugoslavia
Italy
South Korea

East Germany
Tunisia
China
Mexico
Czechoslovakia
Spain
Greece
Vietnam
Kenya
Zimbabwe
Taiwan
Mozambique
Iraq
South Africa
Colombia

South America Europe North America Africa

Asia

Enrichment:

Ask students to research one of the wars listed below to discover how it began as a poorly-managed crisis that led to war. Then have them rewrite history by imagining a scenario in which war was avoided.

a. The Spanish American War
b. World War I

DATA SHEET

Name of Country:	Year(s):
Prestige Value:	Sphere of Influence:
U.S.A.'s Diplomatic Relationship:	U.S.S.R.'s Diplomatic Relationship:
U.S.A.'s Offensive Strategy:	U.S.S.R.'s Offensive Strategy:
U.S.A.'s Defensive Strategy:	U.S.S.R.'s Defensive Strategy:
Other Events Concerning This Country:	
Notes:	

STRATEGY SHEET

The Problem:

Actions and Events Leading Up To The Problem:

Possible Actions With Opposing Arguments:

Action 1:

Arguments For:

Arguments Against:

Action 2:

Arguments For:

Arguments Against:

Action 3:

Arguments For:

Arguments Against:

Decision:

Reason For Decision:

Expected Results Of Decision:

TOPIC 62: *United States Foreign Policy - The Domino Theory*

Aim: What is the usefulness of the domino theory as a tool of foreign policy?

Performance Objectives: Students will be able to:

- explain the domino theory
- identify the effect of a successful insurgency on neighboring countries
- give examples how the domino theory has been used to justify military involvements
- apply the domino theory to recent actions in Central America
- list vulnerable countries in the Soviet sphere of influence

Materials:

- MS DOS computer lab
- software: Balance of Power by Mindscape School Software
- wall map of the world
- Strategy Decision Sheet
- homework worksheet

Motivation:

The teacher asks the class:
What happens when you lean hard on someone in a crowd? If you tumble will those around you fall to the ground?

Development:

1. Develop a working definition of the domino theory. Explain that the theory has been used to justify military involvements. Have students list nations that might be vulnerable to the domino effect.

2. On a world map, locate vulnerable countries in the U.S.S.R.'s sphere of influence that border on at least two other countries likely to be in the same sphere of influence. Have students fill in a Strategy Decision Sheet for each country selected.

3. Remind students of the goals of foreign policy. Taking the domino theory into account, ask the students how these goals can be achieved. Elicit from the class that one way to take the domino effect into consideration when formulating foreign policy would be to prevent an opponent from stationing troops in foreign lands while, at the same time, attempting to station your troops in vulnerable friendly countries. Tell the students that the program they are about to use will help them to create a simulated domino effect.

4. Remind the students of the correct method for handling disks and tell them to insert the disk labeled "START UP DISK" into drive "A" and the program disk labeled "SYSTEM DISK" into drive "B". The students should turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter". The program will request that the students place the diskette labeled "BOP.EXE" in drive A.

Remove the "START UP DISK" from drive A and insert the program "BOP.EXE" disk Leave the "SYSTEM DISK" in drive B. Instruct the students to load "Old Game." Press the space bar. The program will load automatically.

5. Instruct the students to pull down the COUNTRIES menu by pressing the "Alt" and "C" keys simultaneously, consult "Spheres of Influence," then "Insurgency." Make sure that one of the vulnerable countries chosen is surrounded by at least two countries in the Soviet sphere of influence.

6. Select the nation to be the first domino. Pull down the "Make Policies" menu, and use aid and/or intervention to build up as much influence as possible in that country. As soon as any obstacle is encountered, consider another vulnerable country in the Soviet sphere as a domino. Check for a contiguous United States power base. If necessary repeat step 5 again.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What is the domino effect?
2. Describe how the domino effect might work in a region of the world today.
3. Would you describe the Vietnam War as a validation of the domino theory?
4. List three nations that fell under Soviet influence after the United States withdrew from the Vietnam War.
5. Do you think if nations sign mutual assistance treaties that they can avoid the domino effect?
6. Describe your success or failure in creating a domino effect.
7. Can dominos be created to support each other?

Homework:

Answer the following questions:

1. A superpower should build up a power base in a country next to a nation targeted for what kind of action?
2. According to the domino theory, when does a nation surrender to a superpower takeover?
3. What is the theory that states that if one country is taken over by communism, nearby nations will also be taken over one after another?
4. Write a least one paragraph on: "The Importance of the Domino Theory."

Enrichment:

The domino theory has been used to explain our foreign policy in different regions of the world. From the regions listed below, select the one where you think the theory applies. Give your reasons for selecting this region and rejecting the other three.
1) The Middle East
2) Southeast Asia
3) Central America
4) Africa

TOPIC 63: *United States Foreign Policy - Coups d'Etat*

Aim: What are the main causes of coups d'état?

Performance Objectives: Students will be able to:

- recall the causes of coups d'état as programmed in the Balance of Power game
- identify the main causes of coups d'état as they actually occur
- compare the causes of coups d'état
- list actual historical coups d'état
- give conditions typically associated with coups

Materials:

- MS DOS computer lab
- software: Balance of Power by Mindscape School Software
- student notebooks
- wall map of the world
- homework work sheet

Motivation:

The teacher tells the class:
Last night you read a short passage on Napoleon Bonaparte's coup d'état in 1799. What do you think are some causes of coups? Did Napoleon invite outside help in toppling the legitimate government of France? Why did he not invite outside help?

Development:

1. Elicit from the class the goals of foreign policy. Emphasize the goals of accumulating allies and insuring that enemies are few and weak.

2. Discuss the causes of coups d'état. Identify a coup as an unconstitutional change in government. Little or no violence occurs during a Coup. List some reasons that frequently cause coups, such as economic conditions. Explain that coups may be assisted and exploited by outside nations. Tell the students that the program they are about to use will clarify their understanding of the root causes of coups.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "START UP DISK" into drive "A" and the program diskette labeled "SYSTEM DISK" into drive "B". The students should turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter." The program will request that the students place the diskette labeled "BOP.EXE" in drive A. Remove the "START UP DISK" from drive A and insert the program "BOP.EXE" diskette. Leave the "SYSTEM DISK" in drive A. Press the space bar for "New Game; Intermediate Level." The program will load automatically.

4. Instruct the students that they will now role-play the president and his advisors. They will research three unfriendly nations and their governments. To do this they should now pull down the COUNTRIES menu by pressing the "Alt" and "C" keys simultaneously, choose "Spheres of Influence" and "Coup D'État" to scan the map, checking for the level of influence and coups in various countries. Select three countries in the Soviet sphere of influence.

5. The students should use the program to gather information about the selected nations and plan appropriate policy. Pull down the "Briefings: Close up" and "Background - GNP." Select one unfriendly nation whose GNP is in the highest quartile of the world's countries, one whose GNP falls in the middle, and one whose GNP is in the lowest quartile.

6. For each of these, pull down the "Make Policies" menu, and select "Destabilize" to help topple their governments with indirect CIA actions.

7. Pull down the "Events" menu, and use the "Newspaper and/or U.S.S.R. Actions" to learn of their opponent's actions regarding the targeted countries. Question any Soviet actions that might interfere with their attempt to bring about a change in government.

8. Go to the Game menu, choose Next Turn, and respond to the Soviet reaction, (backing down at an appropriate point). Pull down the "Briefing menu, and check "Close up" for changes in government they might have helped bring about.

9. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 20-25 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What is a coup d'état?
2. What are the goals of coups?
3. What are the main causes of coups?
4. Do we have these conditions in the United States?
5. Why is GNP an important statistic when discussing coups?
6. Describe the role of the military in a coup.
7. How would you help a friendly government avoid a coup?

Homework:

Write at least one paragraph each to answer the following questions:

1. Morality and fairness are important in foreign policy. Do you think it is right for the United States or the Soviet Union to become involved in the internal affairs of other countries?

2. Explain how bad economic times often lead to coups d'état. Give examples to support your argument.

Enrichment:

Research the following topic:

Several African nations have undergone coups d'état since World War II. Research the political, social and economic conditions in at least one African nation that has had a coup d'état.

TOPIC 64: *United States Foreign Policy - Goals of Foreign Policy*

Aim: On what principles does the Soviet Union base its foreign policy?

Performance Objectives: Students will be able to:

- recall the goals of a nation's foreign policy
- consult a world map to identify geographical features that might help frame the foreign policy of the Soviet Union
- identify the strategy of "leap-frogging" as practiced by the Soviet Union
- compare "leap-frogging" to the domino effect as cornerstones of foreign policy
- assess the main priorities of Soviet foreign policy

Materials:

- MS DOS computer lab
- software: Balance of Power by Mindscape School Software
- student notebooks
- wall map of the world
- homework worksheet

Motivation:

The teacher places a mock headline on the chalkboard: "Russians Welcome Visiting High School Students." Then ask: "Would you visit Russia if you had the opportunity?" "Do you think the Russian people are warm and friendly?" "Are they any different from us?"

Development:

1. Elicit from the class the goals of foreign policy. Emphasize the goals of accumulating allies and ensuring that enemies are few and weak.

2. Discuss how both superpowers have similar foreign policy priorities and goals. Offer examples of the need for allies, protection of friends, extension of influence, and avoidance of nuclear war. Describe the Soviet tactic of leap-frogging and how it is used. Briefly explain the history of Soviet policy and have the students rank the significance of the features of Soviet foreign policy. Tell the students that the program they are about to use will clarify their knowledge of Soviet foreign policy.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "START UP DISK" into drive "A" and the program diskette labeled "SYSTEM DISK" into drive "B". The students should turn on the monitors and computer power. After the computer is turned on, the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter". The program will request that the students place the diskette labeled "BOP.EXE" in drive A. Remove the "START UP DISK" from drive A and insert the program "BOP.EXE" diskette. Leave the "SYSTEM DISK" in drive B. Press the space bar for "New Game." The program will load automatically.

4. Instruct the students that they will now role-play the general secretary of the Soviet Union. They should now pull down the COUNTRIES menu by pressing the "Alt" and "C" keys at the same time, choose "Insurgency" to scan the map, checking for the level of insurgency in various countries. Select a country in the United States sphere of influence.

5. The students should use the program to gather information about the selected country, and plan appropriate policy. Pull down the "Make Policies" menu, and attempt to build influence in this nation.

6. Select the "Game" menu, and select "Next Turn." Respond to the United States reaction, backing down at an appropriate point.

7. Locate another hot spot. Use the techniques for building influence in a country and try to gain a foothold there.

8. Go to the Game menu, choose Next Turn, and respond to the United States reaction (backing down at an appropriate point), pull down the Game menu, and choose Quit Game.

9. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 20 - 25 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What are the goals of United States foreign policy?
2. What are the goals of Soviet foreign policy?
3. Compare the superpowers' foreign policy goals.
4. What is leap-frogging?
5. How is leap-frogging done?
6. Is leap-frogging a successful policy?
7. Describe what you have learned from playing the other side of the game?

Homework:

Have the students complete the following exercise:

Match the following terms to the correct definition:

1. domino theory	a) a change in government caused by political factors
2. insurgency	b) an outbreak against an established government
3. sphere of influence	c) a theory stating that if one country is taken over by communism, nearby nations will also be taken over one after another
4. military power	d) a territorial area within which the political interests of one nation are held to be paramount
	e) a country's strength measured in available money, personnel, and weapons, and the ability to use them for military purposes

Enrichment:

Answer the following two essay questions:

1. Following World War II, the countries of Eastern Europe were important to the Soviet Union. Why? How did the Soviet Union bring these countries under its sphere of influence?
2. Evaluate the following statement: "The Soviet Union's intrusion in Nicaragua is a direct outgrowth of its failures in Afghanistan."

TOPIC 65: *United States Foreign Policy - Treaties*

Aim: Are treaties among nations important?

Performance Objectives: Students will be able to:

- define what treaty relations are
- identify what treaties symbolize in international relations
- list levels of treaty commitment from recognition to nuclear confrontations
- predict what would happen if the United States does not honor its treaty obligations

Materials:

- MS DOS computer lab
- software: Balance of Power by Mindscape School Software
- student notebooks
- wall map of the world
- homework worksheet

Motivation:

The teacher asks the class:
How can broken promises wreck personal relationships?
Imagine a world where treaties are not taken seriously.

Development:

1. Build on the idea that broken promises can wreck relationships among people and among nations. Ask how having a reputation would affect alliances, trade agreements, and international travel.

2. Emphasize that a treaty implies a commitment on the part of the signatories to faithfully implement the treaty provisions. History records treaties that were faithfully kept and those that were blatantly broken. Ask the students how the Treaty of Friendship with France (1778) helped alter the American Revolution. Tell the students that the program they are about to use will clarify their understanding of the treaties.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "START UP DISK" into drive "A" and the program diskette labeled "SYSTEM DISK" into drive "B." The students should turn on the monitors and computer power. After the computer is turned on, the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter". The program will request that the students place the diskette labeled "BOP.EXE" in drive A. Remove the "START UP DISK" from drive A and insert the program "BOP.EXE" diskette. Leave the "SYSTEM DISK" in drive B. Press the space bar for "New Game; Expert Level." The program will load automatically.

4. Instruct the students that they will now role-play the President and his advisors. They will research three unfriendly nations and their governments. To do this they should now pull down the COUNTRIES menu by pressing "ALT C" key, choose "Spheres of Influence" to scan the map,

checking for the level of influence of the Soviet Union. Select one country in the Soviet sphere of influence.

5. The students should look at the "Briefings," select Close up and record the following information about the nation chosen in step 4: "Relationship and Sphere of influence."

6. For each of these, pull down the "Make Policies" menu, and select "Treaty" to make the strongest possible treaty.

7. Pull down the "Game" menu, and select "Next turn". Wait for the Soviet Union's reaction, and go as far as possible in defending the treaty, backing down at an appropriate point. Use the "Briefing" menu's Close up option. Check the categories in step 5 to see if the relationship with the treaty nation has changed.

8. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 20-25 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What are treaties?
2. Why are treaties drawn up?
3. How are treaties approved in the United States?
4. Is a treaty still in effect after one of the governments which negotiated it has been toppled?
5. Can a treaty be interpreted differently by two signatories and still be in effect?
6. Why are treaties open to interpretation?
7. Why might a nation break a treaty?
8. Have any treaties led to war?

Homework:

Answer the following questions:

1. It has been said that rules are made to be broken. Does the same hold true for treaties?
2. Why are treaties so important to the superpowers?
3. Should nations sign treaties only with other friendly nations?
4. The United States has several treaties with the Soviet Union. What subjects do you think they might cover?
5. If the United States has a mutual defense treaty with another nation, and that nation is attacked by Soviet troops, should the United States use nuclear weapons in honoring the treaty?

Enrichment:

Research the following topic:
At the beginning of this century the United States became involved in Panama's Revolution against Colombia. Explain the United States' continuing need for treaties with Panama. What did the United States get from Panama with the original treaty? What is the status of the new treaty?

TOPIC 66: *The Cold War and Russian Expansion Into Central America*

Aim: How does the United States foreign policy seek to reduce Russian and Cuban adventurism?

Performance Objectives: Students will be able to:

- . define adventurism
- . identify how superpowers involve themselves in local wars
- . trace the development of a local war into an international crisis
- . demonstrate how the United States attempts to prevent crises from becoming global wars
- . predict what would happen if the United States sent troops to overthrow the Communist government of Cuba
- . assess United States-Cuban relations

Materials:

- . MS DOS computer lab
- . software: Balance of Power by Mindscape School Software
- . student notebooks
- . wall map of the world
- . homework worksheet

Motivation:

Ask the class: Do you see the Soviet Union as an "Evil Empire" bent on overthrowing capitalist democracies all over the world?

Development:

1. Elicit from the students why they believe the Soviet Union supported Castro's revolution in Cuba. Develop the idea that superpowers become involved in insurgencies in countries that are strategically located. Ask the students what the strategic importance of Cuba for the Soviet Union is.

2. Emphasize that both superpowers are involved in insurgencies. Explain the importance of Afghanistan to the Soviet Union and the importance of Nicaragua to the United States. Have the students give an example of an event that might lead to insurgency. On the chalkboard have the students list the choices available to a head of state in dealing with an insurgency. Tell the students that the program they are about to use will clarify their understanding of the insurgencies and in particular the role of strategically-located nations like Cuba.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "START UP DISK" into drive "A" and the program diskette labeled "SYSTEM DISK" into drive "B". The students should turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BOP" followed by "Enter". The program will request that the students place the diskette labeled "BOP.EXE" in drive A. Remove the "START UP DISK" from drive A and insert the program

"BOP.EXE" diskette. Leave the "SYSTEM DISK" in drive B. Press the space bar for "New Game; Expert Level." The program will load automatically.

4. Instruct the students that they will now role-play the President and his advisors. Pull down the "USA" menu, choose "Diplomatic Relationships" to scan the map and identify the countries hostile or unfriendly to the United States, and then choose Cuba as the country on which to focus.

5. Pull down the "Make Policies" menu, and select "Aid to Insurgents". Select the highest level of aid.

6. Select the "Game" menu, choose "Next turn" and wait for the Soviet response. Decide how to react to the U.S.S.R., taking exception to the arms shipment, and respond accordingly.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 20-25 minutes. Pull down the Game menu, and select "Quit Game" and exit the program.

Summary:

1. What are insurgents?
2. How do insurgencies grow?
3. Why are some nations victims of insurgencies and others free of them?
4. Why do superpowers get involved in insurgencies?
5. Where is Cuba on the map?
6. Would you describe Cuba as an unfriendly nation?
7. Do you think there is a relationship between a communist Cuba and the Sandinista government in Nicaragua?
8. Can the United States do anything to diminish the Soviet influence in Cuba?
9. Should the United States try to overthrow the Soviet-backed governments of Cuba and Nicaragua?

Homework:

Answer the following questions:

1. On which continents are Cuba and Nicaragua?
2. Which superpowers do you think would support insurgents in Cuba? Why?
3. Is there a difference between a civil war and an insurgency? If so, what is the difference?
4. It is the policy of the United States to support the insurgency in Nicaragua. Why is the United States supporting the insurgents?
5. What is the name of the Nicaraguan insurgents?
6. In the early 1960's the United States attempted to stir up an insurgency in Cuba. What was the name of this operation?
7. The Bay of Pigs landing was part of an ill-fated insurgency in Cuba. Why did it fail?
8. Based on what you have learned, should the United States support the insurgency in Nicaragua? Why or why not?

Enrichment:

Research the following topic:

Research the Cuban Revolution of 1959. Why did the United States break relations with Cuba after the revolution? Why was Cuba's subsequent turn for help to the Soviet Union a critical one in the eyes of the United States?

TOPIC 67: *The U.S. Expands Into Space*

Aim: Why has the U.S. undertaken space exploration?

Performance Objectives: Students will be able to:

- identify major components in the development of U.S. space technology, e.g., legislation, administrative agencies, hardware
- identify and discuss the importance of historic personages, e.g., Robert Goddard, Wernher von Braun, John F. Kennedy, the Mercury astronauts, and events associated with the U.S. great 'leap' into space
- compare U.S. developments in space technology with those of the U.S.S.R., and understand the impact of U.S.S.R. pioneering developments on political and scientific decisions made in the U.S.
- analyze the effect technological breakthroughs in space technology have had upon military and consumer products in the U.S.
- analyze and dicuss problems encountered in the space program, e.g., the Challenger disaster, and the effect on the future of the U.S. space program
- cite the enormous cost factor involved in space exploration

Materials:

- MS DOS Computer Lab
- software: Scholastic PFS: U.S. History Database
- full color political wall map of the present U.S.
- NASA materials (where available), e.g., wall display of rocket evolution
- textbook chapter/section assigned for previous reading

Motivation: Place the following on the chalkboard:

> "Our goal is to place an American on the moon by the end of this decade."
> President John F. Kennedy (1961)

Why did President Kennedy make this goal a primary objective of his presidency? How could the U.S. accomplish such a monumental task? Do you think Russian efforts in space prompted Kennedy's decision? How far ahead of the U.S. in space technology were the Russians? What contributions to U.S. and Russian space technology were made by German rocket scientists? Review with the class the German W.W. II V-1 and V-2 rocket programs. How do you think the American people felt about the Russian lead in space technology?

Development:

1. Review student responses to the motivation. Tell them that the program they are about to study outlines, in database sections grouped under the heading "The Final Frontier: Space," major developments in space technology - from the pioneering efforts of Robert Goddard, through the German V-1 and V-2 programs, and into the U.S.-U.S.S.R. 'space race' beginning with the Sputnik launch in 1957.

Challenge the students to evaluate the importance to the U.S. of continuing to spend billions of tax dollars on the development of space research and technology.

2. Develop with students an appropriate file mechanism needed to retain accessed data, e.g., notes, time line, spreadsheets. Confirm which data is to be retained, e.g., key dates, historic personages and events, statistical data, miscellany. Discuss with students the possibilities of cross-reference systems for ease of data review (spreadsheets).

3. Remind students of the correct method for handling disks. Load booting disks in drive "A" (where required). After date, time, and file requirements are complete, load Scholastic Database "U.S. Frontier" into the "B" drive. With "pfs:File Main Menu" on screen, instruct students to select option "4" and then type "B:Frontier" after the phrase "Search/Update". A second menu/program outline will appear on screen. Students will now type their topic headings after the word "Topic" in order to retrieve specific database sections. Advise students that all database sections pertaining to their topic will follow after the first section displayed, but not necessarily in chronological order. Advise students that each database section consists of three pages and that pages 2 and 3 can be accessed by using the "PgDn" (page down) key. The page number will appear at the bottom of the screen.

4. The computer-directed instruction starts with data relevant to the U.S. astronaut program's introduction of women to space flights. The teacher may maintain a board outline to provide students with a chronological guide and to add data not included in the program. The students proceed to work interactively with the computer and the teacher to complete a review of database sections on the topic. The teacher can assist the students to develop a pool of topic headings for database retrieval as they work. The instructions for operating the software appear on the screen allowing students to work at their own pace. The teacher should advise students on the use of the "Esc"(Escape) key to facilitate their use of the software.

5. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes. A teacher-directed review of the students accumulated data will permit those with incomplete files to catch up. Instruct students to put the diskettes into their protective covers without touching the recording surface.

Summary:

1. Why is Robert Goddard considered the 20th Century "Father of Modern Rocketry"?
2. How did the Germans make devastating use of rockets during W.W. II? What unique contributions did the Germans make to Goddard's initial technology? Why did these scientists end up in the U.S. and U.S.S.R. after the war?
3. How did the Russians capitalize on the borrowed German technology? Was their motive primarily scientific or military?

4. What was the initial U.S. reaction to Sputnik (1957)? Why do you think Sputnik made a strong impression on the young Senator from Massachusetts, John F. Kennedy? Were the American people enthusiastic when he made his American-on-the-Moon announcement in 1961?
5. Why do you think astronauts like Alan Shepard, John Glenn, Neil Armstrong and Sally Ride will be immortalized in American history books? What do you think they have been able to prove about human beings and life and travel in space?
6. What is the status of the American space program today? Do you think the Challenger disaster means an end to American space hopes for future manned flights aboard space shuttle-type vehicles?

Homework:

1. Complete the class notes (or other prepared home study device - time line, spreadsheets) compiled from the Scholastic Database and teacher's board notes.
2. Develop a short essay on whether precious tax dollars would be better served by manned or unmanned flights into space.
3. a. Why did the U.S.S.R.'S Sputnik launch in 1957 shock the people of the U.S.?
   b. What progress in space technology and exploration has the U.S. made since the Sputnik launch?
   c. What role did President John Kennedy play in the U.S. space effort?

Enrichment:

Students can prepare extra-credit reports from library research on historic personages and events connected with the development of 20th Century space exploration. Committee reports devoted to space travel can also be done for extra credit. Films like "The Right Stuff" are available for VCR viewing. NASA documentary films of its Mercury, Gemini, and Apollo projects are also available.

TOPIC 68: *Fiscal Policy of Congress and the President*

Aim: How do government spending and Presidential budgets affect your life?

Performance Objectives: Students will be able to:

- understand criteria of politicians in office
- describe decision faced by law-makers
- recognize the issues involved in Congress
- explain the machination of Congress

Materials:

- hardware: MS DOS computer
- software: Decisions, Decisions: The Budget Process: A Question of Balance by Tom Snyder Productions; compatible DOS diskette

Motivation:

- Ask the class, "If you were President, what would you do to improve the American economy?"

Development:

1. Assign two students per computer, if possible (encourages interaction and enhances simulation game).

2. Insert the DOS diskette into drive A. Press Alt, Del, and Ctrl to begin; press ENTER key twice. When A> appears type in Autoexec; program will begin. Thoroughly familiarize yourself with program on diskette.

3. Since this is a decision-simulated program, dividing your class into two students per computer will yield best results. Each team will be team #1-6 (more than twelve students, reassign each twelve into another set of teams #1-6.) Depending on students' ability, some preparation work may be in order. Set up a vocabulary of terms used, a flow chart of bill passing process, having students openly referring to these as the lesson unfolds.

4. Discuss each team's priorities. Have students select as the computer program directs, but have students record their choices in order of selection. Press 'N' for new game (if this is first time with diskette) or 'O' for old game if second or more times on the computer.

5. Once priorities have been established, proceed with the program. You will meet pressure groups, neighborhood voters, Democrats, Republicans. Carefully, and having reminded students of teams' priorities, press the appropriate key for critical issues. During lessons have students record and later recall decisions and choices made. Scoring at end evaluates how well each team did. Have each team record their score on each count (playtime).

6. To get full effect of program, allow two or three class periods.

Summary:

1. Recall the priorities. Ask about choices and reactions to each.
2. Ask for comparisons, contracts of democratic and other political systems on bill passing.
3. Scoring of teams 1-6: what might this say about priorities?
4. Does Congress have too complicated a system for bills to become laws?

Homework:

1. Each day have students collect articles from daily newspapers, or write a short summary from news shows on TV regarding bills/laws introduced in Congress.
2. Have students write a paragraph describing the pros and cons of a bill and their reactions to it. Have students predict public's reaction: e.g.: smoking ban, gun control.

Enrichment:

As a class activity, enact a mock Congress with a pro-tem president. Have the entire class introduce a law (bill): one student to be President, others to be representatives, senators, speaker, and pressure (lobby) groups representing concerns of school student.

TOPIC 69: *Social and Cultural Values - Change and Counter-Change*

Aim: How can current events lead to future issues within the U.S.A.?

Performance Objectives: Students will be able to:

- identify significant events with area location of events
- measure yesterday's with today's society
- measure social import to area
- describe year and people affected
- understand growth of America's strengths through its problems

Materials:

- hardware: MS DOS computer
- Software: States and Traits by Designware
- worksheet for state events: current and historic
- compatible printer (optional)

Motivation:

Certain events occur in areas that affect not only that area but a nation as a whole. Begin the lesson by a discussion of Dr. Martin Luther King Jr.'s march for freedom in the early 1960's. In what state? What was the outcome? Did the outcome affect one ethnic group only or all of humanity? How did it change America's outlook about "Freedom and Justice for all"?

Development: Priorities: I - current events, U.S.A., II - historic events, U.S.A.

1. Introduce motivation, activate computer and start program. Insert diskette into drive A (self-loading). Press Alt, Del, Ctrl keys at same time. Program will begin. Select level according to students' abilities. Topic: "Current Historic Events."

2. Pass out worksheet. At this point students can work independently or as a class. If you choose the class unit, have one student read a clue, another student try to answer. You can have a third challenge or correct the answer. Record all information on the sheet which follows this lesson. Current events should be filled in first; historic information, last. Menu lists regional or entire U.S. Since this lesson is geared for all fifty states, make sure students pick entire U.S.A. on Main Menu. Do historic events next.

3. Allow a full 40 minutes for the program; two full periods (two days) to cover the entire fifty states. Allow balance of each day's time for summary, diskette collection and homework assignment.

Summary:

1. Go over work covered. Ask for volunteers or ask a student to recap state capital and event.

2. Ask for feedback on event

3. State nature of event (who, what, when, where, why, how?)

Homework:

Have students collect articles and write a short paragraph about a current event that occurred within the U.S. Identify: the state, event, parties, national or local importance? Was the event criminal, civil or religious?

Enrichment:

1. Further work on States and Traits diskette in other areas.
2. Select past events that have affected national/international affairs.
3. Pick an event covered on disk and do a report on causes, actions, reactions.

WORKSHEET - "States and Traits"

#	State Name	Capital	Current Event	Historic Event
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TOPIC 70: *Government and Politics - Constitutional Checks and Balances*

Aim: How does the Constitution of the United States work?

Performance Objectives: Students will be able to:

- understand the division of the Constitution
- explain the three branches of the U.S. government
- analyze the checks and balances within the three branches
- define the reasons for these built-in checks and balance

Materials:

- hardware: MS DOS computer
- software: Government in the U.S. by Orange Cherry
- student notebook
- worksheet (included)

Motivation:

Ask class: If the American Revolution was "The shot heard round the world," what statement could be made for the American Constitution?

Development:

1. Introduce motivation, asking for a volunteer to explain "The shot heard round the world" and discuss the Revolution, its outcome and the 1787 Constitution. Announce that 1987 was the two-hundredth anniversary and ask for reasons for its longevity.

2. Turn on monitor and computer power, insert the program disk into drive A. It is self-loading and by pressing ALT, DEL and CTRL keys (all three at once), the computer will activate and the program will run.

3. From the main menu, press #2: Judicial Branch of U.S. Constitution, then press #1 for Constitution. Have a student volunteer read the information that will appear on screen while others use notebooks to copy notes. On the board write down the divided parts of the Constitution, Article I, II, III and their meanings. Explain what amendments are and what the Bill of Rights is.

4. There are six checks and balances. Have each student write what they are along with the diagram copied from the computer screen. A worksheet is included for your use.

5. Following this, there is a mini-quiz which students should be able to answer. The questions are related to the reading selection on the computer screen. Have students copy questions and proper answers into notebook.

6. You may also wish to have students copy the Bill of Rights brief review into their books. The program briefly explains what each is.

7. The computer time should be 20-25 minutes. The balance of the time can be spent on the summary, homework, computer shut down and collection of disks.

Summary:

1. How is the Constitution divided?
2. Review the Articles.
3. What are the three branches of government?
4. Review the six powers or checks and balances.
5. Review the ten rights. What is the Bill of Rights?

Homework:

1. Of the rights contained in the Bill of Rights, have students record what each means to them.
2. Of the ten rights, ask if they would change or add any others. If so what changes/additions would they make?
3. Ask if students feel federal government should have more say over:
   a. national drinking age
   b. national driving age
   c. working papers
   d. special national income tax for those under 18 years of age

Enrichment:

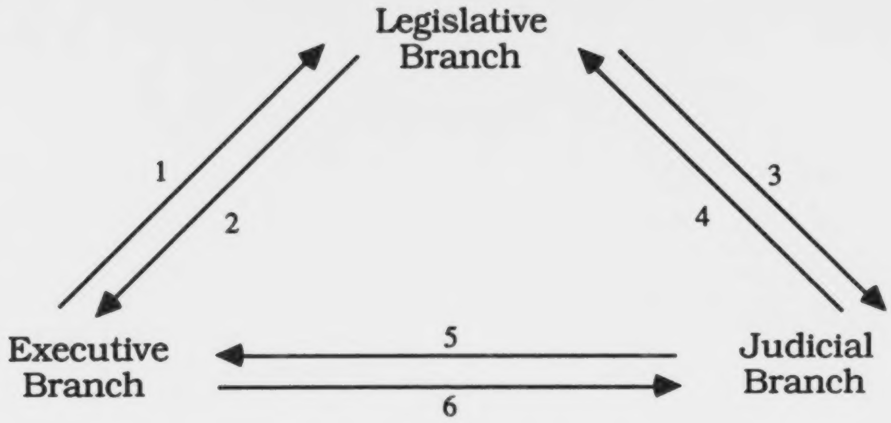
Prepare a report on one of the following:

1. How and why other amendments were added, what amendments were added and when.
3. Selective celebrated cases that have altered American lives and have spotlighted the Bill of Rights. Example:
   a. Gideon vs. Wainright
   b. Miranda Decision
   c. Escobedo
   d. Brown vs. Board of Education
   e. Plessy vs. Fergusson

Worksheet: "Checks and Balances"

executive: Presidential post
judicial: Supreme Court
legislative Congress: a. House of Representatives b. Senate
defining the six checks and balances:

WORKSHEET - Checks and Balances


Legislative Branch
1
2
3
4
Executive Branch
5
6
Judicial Branch

Executive: Presidential Post

Judicial: Supreme Court

Legislative: Congress A. House of Representatives
B. Senate

Defining the Six "Checks and Balances"

1)
2)
3)
4)
5)
6)

TOPIC 71: *Government and Politics - Legislation*

Aim: How does the legislative branch of the U.S. government operate?

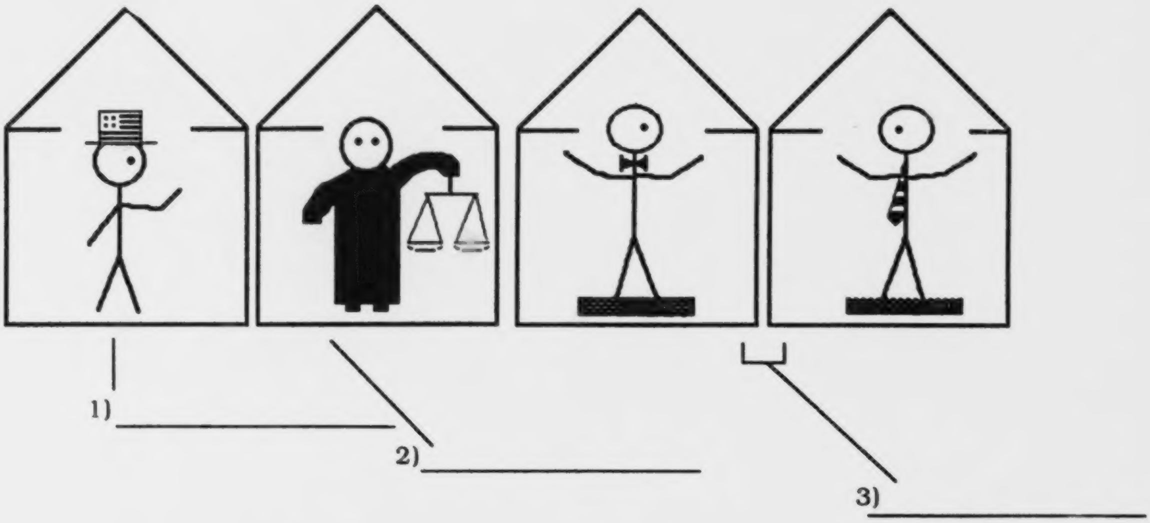
Performance Objectives: Students will be able to:

- describe the make-up of the legislative branch of the U.S.
- recognize the powers of both houses of Congress
- define the make-up of the U.S. Congress (both houses)
- state the relationship of the President with the legislative branch of government.

Materials:

- MS DOS computer
- Government in the U.S. by Orange Cherry Software
- notebook for students/special section

Motivation:



Ask class to identify the three main parts or branches of the U.S. government. See if anyone can label 1, 2, or 3. Ask why #3 has two houses and figures and not the others?

Development:

1. Introduce motivation, insert program disk and press ALT, CTRL and DEL. Program is self-loading.

2. On menu page, press 1 and Enter. This will begin the Federal government legislative branch.

3. The next selection will appear, press 1 and instantly screen changes. Have a student volunteer read a screen for class to follow. While this reading is in progress, have students jot down facts:

example: Congress - two parts

	Senate	House of Representatives
Membership	100 members	435 members
Requirements:	30 years or older	25 years or older
Term	serves six years	serves two years
Powers	impeachments	has 7 powers 1. 2. 3. 4. 5. 6. 7.

4. You may wish to put this on the board, so class may copy or see as an example for note taking.

5. There is a short, five-question quiz after the lesson. Have students not only copy questions into notebook, but answer on computer (computer corrects wrong answers). Record both questions and correct responses.

6. Entire lesson should run no more then 25 minutes. Allow ample time for disk collection, homework assignment, power shut down and summary questions.

Summary:

1. What are the powers of the Senate?
2. What is impeachment?
3. Who stands to be impeached (what type of person)?
4. How many members does the House of Representatives have?
5. What qualifications does a person have to meet in order to be elected a representative? How long is his/her term?

Homework:

1. How is the Congress constituted?
2. How many members are in the Senate?
3. What qualifications must a person meet to become a Senator?
4. How long is a Senator's term of office?
5. What are the seven powers of Congress? Explain

Enrichment:

1. Set up a school congress (bicameral) and have several students draft a bill. Present a mock hearing, voting amendments to the bill so that students can feel first-hand the intricacies and involvement of bringing a bill to life.
2. Extra computer time in laboratory with same or similar disks.

TOPIC 72: *Government and Politics - Making a Bill Into a Law - I*

Aim: Who must approve a bill before it becomes law?

Performance Objectives: Students will be able to:

- state the steps a bill must go through to become a law
- identify the steps which can aid or hurt a bill
- explain the role of the President in the process

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software (Futurcomp)
- outline of bill's steps to a law (from reference)

Motivation:

Ask the students if they think the process of passing a bill is an easy or difficult one. What do they think the roles of both houses of Congress are? Do the different steps in the process have anything to do with the political parties? Elicit as many responses as possible.

Development:

1. Ask the students why so many steps were built into the passing of a bill. Wouldn't it be easier if they were simplified? Elicit the fact that laws are meant to be thought out and not enacted hastily.

2. Introduce the concept of balancing of the branches of government. The Congress checks the President and vice versa. Why would only a single branch of government be bad for the country?

3. Introduce the students to the program and indicate that they will be elected President. It will be their job to pass five bills through Congress. One aspect of the simulation will be the passing of a bill through both houses of Congress and having the bill ready for the President's signature.

4. Prior to the running of the program, other aspects of passing a bill will be encountered. These include log rolling, pork barrel legislation, and the pigeonholing of a bill. These terms should be defined and clarified before the program begins.

5. Students should be grouped in pairs for this activity since it gives more of an opportunity for interaction in the political process. Each student station will be given the opportunity to choose between the Democratic and Republican parties and to develop a program of bills for the Congress to act on.

6. Allow the students ample time (20-25 minutes) to complete the program and to receive their score. Instruct the students to remove the disks from the computers, turn off the computer and monitor switches, and to place their diskettes into the protective covers without touching the recording surface.

Summary:

1. How many houses of the Congress must the bill pass through?
2. Are there any obstacles which might get in the way of passage?
3. What number of votes must a bill receive to pass the House and the Senate?
4. What role does the President play in the passing of the bill?

Homework:

Draw a flow chart of the process of passing a law for both the House of Representatives and the Senate. The completed chart could then be displayed on the classroom bulletin board.

Enrichment:

Try to propose a bill of your own to become law. The student should try to express any feelings or convictions about the proposed bill as it proceeds through Congress.

TOPIC 73: *Government and Politics - Making a Bill Into a Law - II*

Aim: How does a bill become a law?

Performance Objectives: Students will be able to:

- understand the procedure for a bill to become law
- draw a diagram of procedure
- create a simulation for the passing of a bill
- analyze the complex system of democracy

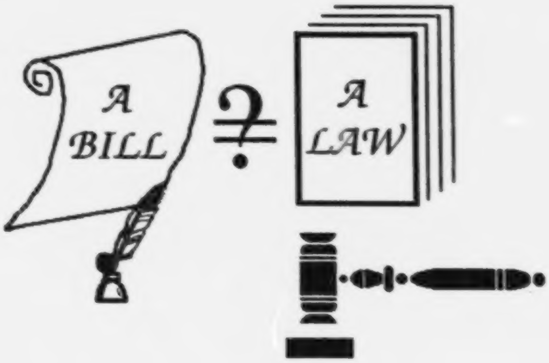
Materials:

- hardware: MS DOS computer lab
- software: Government in the US by Orange Cherry
- pens/pencils
- student notebook/special section

Motivation:

Draw on blackboard a
scroll labelled "A Bill"
a book labelled "A Law" and
judge's block of wood
and gavel. Ask:

a) Are they equal - the same?
b) If you propose one, does it automatically become the other?
c) How does one become the other?



Development:

1. After machine power is on, and the program disk is in drive 'A', select #1 from the main menu, then #2 to work on the section - "How a Bill Becomes a Law."

2. Introduce the motivation and begin by having volunteers read sections from the monitor screens. Have students copy the various steps a bill must go through to become a law into their notebooks.
   example of steps/notes:

3. Draw a diagram or flow chart to show steps and procedures in the life of a bill. Explain what a representative or senator may do (vote yea/nea), and that the majority in one house is not the same as the other. This information, displayed on the screen, should be read by a volunteer.

Summary:

1. Where do bills originate?
2. What is the first of the five steps?
3. What are the last three steps?
4. What is the President's role in the law-making process?
5. Can any of these steps be overridden/disregarded?

Homework:

1. Recount the five steps of legislating a bill into law.
2. What are some of the problems that may occur? How can adding amendments, pigeonholing, or tabling destroy or weaken a bill?
3. What dangers exist with such legislature procedures? without them?

Enrichment: How are bills passed in other countries:

Russia (U.S.S.R.)
China
Britain

- more computer time
- on same disk students may wish to do "The Bill Game", Main Menu #1, section #3, "The Bill Game".

Note: Section #3 of the legislation section of this disk is highly recommended for both the teacher and students, and may be used as a separate follow-up lesson.

TOPIC 74: *Government and Politics - Making a Bill Into a Law - III*

Aim: What are some alternative methods of enacting legislation?

Performance Objectives: Students will be able to:

- identify the two ways in which a bill becomes law
- express reasons why a President vetoes a bill
- state reasons for an override of the veto

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software (Futurcomp)

Motivation:

Do you think there is a way the President can block a bill from becoming a law? Elicit from the class the fact that what Congress does can be undone by the President. If Congress feels strongly about the bill, it can override the President's veto.

Development:

1. Indicate to the class that the Congress program provides for the override of the Presidential veto. But most laws are passed by the Congress and either approved or vetoed by the President.

2. To become law a bill must have a majority of votes in the House and in the Senate. Without those votes the bill dies. Remind the students that passage is dependent on approval by both houses of Congress.

3. Point out to the class that the President can veto a bill but can be overridden by a 2/3 vote of both houses of Congress.

4. Prior to the running of the program, other aspects of passing a bill will be encountered. These include log rolling, pork barrel legislation, and pigeonholing a bill. These terms should be defined and clarified before the program begins.

5. Students should be grouped in pairs for this activity since it gives more of an opportunity for interaction in the political process. Each student station will be given the opportunity to choose between Democratic and Republican parties and to develop a program of bills for the Congress to act on.

6. Allow the students ample time (20-25 minutes) to complete the program and to receive their score.

Summary:

1. How does Congress pass a bill and send it to the President?
2. What happens if Congress does not pass a bill?
3. Can a bill become law even if the President vetoes it?

Homework:

1. Is it a common occurrence for the President to cast a veto?
2. Under what political conditions do you think a President might be forced to cast a greater number of vetoes? Does it have something to do with the President's political party controlling the Congress?

Enrichment:

Explain why a bill could be overridden by Congress. Why is that such a rare event in Washington? Prepare a report on such a bill, specifically giving the reasons why it was done.

TOPIC 75: *Government and Politics - Making a Bill Into a Law - Political Parties*

Aim: How can the political makeup of Congress determine the success or failure of a bill?

Performance Objectives: Students will be able to:

- describe the political nature of law-making
- illustrate the success or failure of a political program
- assess the role of political parties in our system of government

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software (Futurcomp)

Motivation:

Relate the political program of President Franklin Roosevelt. The country elected a Democratic President and a mostly Democratic Congress. Passage of many bills was very easy. The President signed them quickly and his popularity grew stronger. This changed after two years when Congress began to resist Roosevelt's initiatives.

Development:

1. Explain that each simulation with the Congress program results in a different political composition in Congress. The program is randomly generated.

2. How would a President react to a friendly Congress? A hostile one? The personality of the President should be stressed as the strongest factor in the game.

3. There are many ways in which Congress and the President can influence each other. The program involves lobbyists, pork barrel legislation, and pigeonholing of certain bills. The task of passing a bill can be very frustrating.

4. Students should be grouped in pairs for this activity since it gives more of an opportunity for interaction in the political process. Each student station will given the opportunity to choose between Democratic and Republican parties and to develop a program of bills for the Congress to act on.

5. Allow enough time (20-25 minutes) for the students to complete the program and to receive their score. Instruct the students to remove the disks from the computers, turn off the computer and monitor switches, and to place their diskettes into the protective covers without touching the recording surface.

Summary:

1. Have a student name the two major political parties in the Congress.
2. Explain how the President may have control over the actions of Congress.
3. Explain how Congress have influence over the President.

Homework:

1. If the President and the majority of Congress are of the same political party, will the President have more influence over Congress? Explain.
2. Sometimes the Houses of Congress are not dominated by a single political party. Does this help or hinder the President's ability to get his legislation through Congress? Explain.

Enrichment:

Working with the Congress program again, try to see if your choice of political party has anything to do with the political makeup of Congress. Keep a record of your games and the results of your ratings.

TOPIC 76: *Government and Politics - Making a Bill Into a Law - Amendments to a Bill*

Aim: What are amendments to a bill?

Performance Objectives: Students will be able to:

- identify an amendment to a bill
- relate why the amendment has been added to a bill
- tell where in the law-making process the amendment is added

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software (Futurcomp)
- a copy of an amended law

Motivation:

Distribute to each student a copy of a recently-enacted law which has been amended during the legislative process. Point out the changes which have been added to the law. Why were they added? Elicit any comments from the class. Do you think there was any conflict or discussion over whether amendments should be added? Has anyone noticed whether a particular political party may have had an effect on the passage/defeat of amendments?

Development:

1. Distribute copies of the recently-passed law described above. Point out the amendments in the law. Why were they put into the law?

2. Why does it sometimes take so long for a bill to be passed? Could the political parties have anything to do with the passage?

3. Could the discussion over the bill have been angry or emotional at times? Elicit the fact that speakers of both parties argue for hours over amendments.

4. Introduce the students to the program and indicate that they will be elected President. It will be their job to pass five bills through Congress with a minimum of amendments. The President can use lobbyists, favors, log rolling, and pork barrel legislation to pass his/her bill.

5. Students should be grouped in pairs for this activity since it gives more of an opportunity for interaction in the political process. Each student station will be given the opportunity to choose between Democratic and Republican parties and to develop a program of bills for the Congress to act on.

6. Allow the students ample time (20-25 minutes) to complete the program and to receive their score. Instruct the students to remove the disks from the computers, turn off the computer and monitor switches, and to place their diskettes into the protective covers without touching the recording surface.

Summary:

1. What is an amendment to a bill? Why is it put onto a bill?
2. Can an amendment be added for political reasons?
3. Does the President or Congress add amendments?

Homework:

Often members of Congress attempt to amend popular bills. They try to add some program which may not pass through Congress on its own. Should Congress allow this "tacking on" process on to continue? Does it change the nature of the popular bill?

Enrichment:

Use the program "Congress" and try to find out whether the political party of the President has any relation to the number of amendments which are added to a bill.

TOPIC 77: *Government and Politics - Making a Bill Into a Law - Presidential Veto*

Aim: Why does the President have veto power over a bill?

Performance Objectives: Students will be able to:

- explain what a veto of a bill is
- identify the point in the legislative process where the President does have veto power
- explain why the President can veto a bill

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software

Motivation:

Suppose Congress had passed a bill which was going to take rights away from people who were left-handed. Such a bill had much support in Congress and was sent to the President. The President was angered and disturbed by the bill and threatened to veto it if it was not withdrawn. Congress refused. The President vetoed the bill.

Development:

1. Discuss the motivation above and elicit other examples which might be clear examples of why the President would veto a bill:
   - a difference of opinion on the defense spending
   - Congress and the President disagree on foreign policy
   - different approaches on domestic programs such as Social Security.

2. Ask the students if any President vetoes without any serious thought. Does the President usually have a message for Congress with his veto Explain.

3. Introduce the students to the program and indicate that they will be elected President. It will be their job to pass five bills through Congress. One aspect of the passage will be the use of the Presidential veto. At the end of Congressional passage, the President can exercise the right to veto the bill.

4. Prior to the running of the program, other aspects of passing a bill will be encountered. These include log rolling, pork barrel legislation, lobbying, and pigeonholing a bill. These terms should be defined and clarified before the program begins.

5. Students should be grouped in pairs for this activity since it gives more of an opportunity for interaction in the political process. Each student station will be given the opportunity to choose between Democratic and Republican parties and to develop a program of bills for the Congress to act on.

6. Allow the students ample time (20-25 minutes) to complete the program and to receive their score. Instruct the students to remove the disks from the computers, turn off the computer and monitor switches, and to place their diskettes into the protective covers without touching the recording surface.

Summary:

1. What is the President doing when he vetoes a bill?
2. Why would the President veto a bill?
3. At what point in the legislative process does the President have the opportunity to veto a bill passed by Congress?

Homework:

Identify one bill recently vetoed by the President. Explain to the class why the President vetoed it and identify any further action taken by either Congress or the President.

Enrichment:

Select one vetoed bill and research the feelings the President had about the bill. Discuss the thoughts he may have had and the message he sent back to Congress with the veto.

TOPIC 78: *Government and Politics - Making a Bill Into a Law - Lobbying*

Aim: How can lobbyists help a bill become a law or keep it from becoming a law?

Performance Objectives: Students will be able to:

- describe the role of the lobbyist in legislation
- see where in the law-making process the lobbyist works

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software
- copy of recently-passed law

Motivation:

Has anyone ever helped you make an important decision?

Development:

1. Distribute the copies of the recently-passed law to each student. Read over the section on the sponsors of the bill.

2. Ask students why individuals would be hired to support a particular point of view in lobbying the Congress. Who would hire them?

3. Introduce the students to the program and indicate that they will be elected president. It will be their job to pass five bills through Congress. One aspect of the passage will be the use of lobbyists. They may be used as the president sees fit; in the House of Representatives or the Senate. The president has twenty lobbyists altogether.

4. Prior to the running of the program, other aspects of passing a bill will be encountered. These include log rolling, pork barrel legislation, and pigeonholing a bill. These terms should be defined and clarified before the program begins.

5. Students should be grouped in pairs for this activity, since it gives more of an opportunity for interaction in the political process. Each student station will be given the opportunity to choose between Democratic and Republican parties and to develop a program of bills for the Congress to act on.

6. Allow the students ample time (20-25 minutes) to complete the program and to receive their score. Instruct the students to remove the disks from the computers, turn off the computer and monitor switches, and to place their diskettes into the protective covers without touching the recording surface.

Summary:

1. How are lobbyists used in the law-making process?
2. How are they important in the law-making process?
3. Why do both the President and others feel lobbyists are necessary?
4. How is the number of lobbyists important to the passage of a bill?

Homework:

1. Are legislators experts on all the laws they vote on?
2. Who might help an urban Congressman vote on a farm subsidy bill?
3. Do you think these advisors have a bias or special interest?

Enrichment:

Investigate the lobbyists for the bill which was distributed at the beginning of the lesson. Give the background of the bill as it was proposed and the opposition which it generated in Congress. What conclusions can you draw from its passage?

TOPIC 79: *Government and Politics - Making a Bill Into a Law - Pork Barrel*

Aim: How can pork barrel legislation help a bill become a law?

Performance Objectives: Students will be able to:

- explain the role of pork barrel legislation in the passage of a law
- demonstrate how an elected official can gain support for his bill

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software (Futurcomp)
- newspaper article on pork barrel project

Motivation:

Select a project such as a naval base, defense contract which was recently approved by the President in order to win local support for pending legislation. An example would be the building of a Homeport for the Navy in New York harbor. Elicit from the students the fact that this type of project is approved by the President in return for support of a project that the President considers important.

Development:

1. Distribute a copy of the newspaper account of the project to each student. Read over the story and ask the class the following:

   - Why was the President interested in approving this project?
   - Is New York an important state for the President to try to influence?
   - What possible gain could there be for the President in approval of the project?

2. Introduce the program to the students and indicate that they will be elected President. It will be their job to pass five bills through Congress. One aspect of the passage will be the use of pork barrel legislation. The pork barrel uses the persuasion of a government project or policy to get a return of support from a specific state or locality. In this program the President can influence five states altogether.

3. Prior to the running of the program, other aspects of passing a bill will be encountered. These include log rolling, pigeonholing, and lobbying. These terms should be defined and clarified before the program begins.

4. Students should be grouped in pairs for this activity since it gives more of an opportunity for interaction in the political process. Each student station will be given the opportunity to choose between Democratic and Republican parties and to develop a program of bills for the Congress to act on.

5. Allow the students ample time (20-25 minutes) to complete the program and to receive their score. Instruct the students to remove the disks from the computers, turn off the computer and monitor switches, and to place their diskettes into the protective covers without touching the recording surface.

Summary:

1. Why does the President use pork barrel legislation in his plan to get bills into law?
2. Why do the large, more populous states seem to get more of the President's attention?
3. How would approval of the Homeport in New York harbor influence New York lawmakers in Washington?

Homework:

1. Why might Congressmen and Congresswomen be interested in voting for a bill such as funding for a dam on the Hudson River?
2. What interest does a legislator from California have in the Hudson River Dam?
3. Do you think it is fair for the California Congressperson to vote for the Hudson River bill and expect a favorable vote from a New York Congressperson on a California bill in return? Why or why not?

Enrichment:

Have the students identify a potential project or policy which would be extremely popular and which the President could realistically push to obtain votes in return from local legislators.

TOPIC 80: *Government and Politics - Making a Bill Into a Law - Log Rolling*

Aim: How can log rolling help a bill become a Law?

Performance Objectives: Students will be able to:

- explain the role of vote exchanges in the Congress
- identify where in the law making process log rolling takes place
- show how a bill's chances of success increase with log rolling

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software (Futurcomp)

Motivation:

Ask the students if they have ever been in the situation where they may have wished to have taken a special trip and could not because of some problem which made the trip impossible. Suddenly an opportunity presented itself which made the trip possible, but a compromise had to be made: you had to take along a younger brother or sister. Would it be worth the sacrifice? Log rolling for legislators is similar in that they must go along with another legislator's project in exchange for that legislator's support on a key bill.

Development:

1. Ask students why any legislator would be interested in trading votes on a particular bill? Is it proper to do so?

2. Introduce the program to the class and tell the students that they will be elected President. It will be their job to pass five bills through Congress. One aspect of the passage will be the use of log rolling. The President may also use this feature of political life to pass a bill.

3. Prior to the running of the program, other aspects of passing a bill should be discussed. These include lobbying, pork barrel legislation, and pigeonholing a bill. These terms should be defined and clarified before the program begins.

4. Students should be grouped in pairs for this activity since it gives more of an opportunity for interaction in the political process. Each student station will be given the choice between Democratic and Republican parties.

5. Allow the students ample time (20-25 minutes) to complete the program and to receive their score. Instruct the students to remove their disks from the computers, turn off the computer and monitor switches, and to place their diskettes into the protective covers without touching the recording surface.

Summary:

1. How does log rolling function in political life?
2. Why is it so important in the law-making process?
3. How does the use of log rolling expedite the process of a bill becoming a law?

Homework:

Express your own feelings about this aspect of political life. Should log rolling be allowed or should such a method be banned from the Congress and other legislative bodies? This should be done in several paragraphs of well-thought-out opinion.

Enrichment:

Investigate whether a local Congressman or legislator has used log rolling and why they did. Use local newspapers or political journals to research the information.

TOPIC 81: *Government and Politics - Making a Bill Into a Law - Pigeonholing*

Aim: How can pigeonholing a bill affect whether it becomes law?

Performance Objectives: Students will be able to:

- describe the importance of the committee in passing legislation.
- identify the amendments to a bill as vital to its passage.
- explain the interrelationship of the various political forces which cause a bill to pass or be defeated.

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software (Futurcomp)
- a copy of a recently-passed law with amendments

Motivation:

Distribute to each student a copy of a recently passed law. Examine the law completely to see if any amendments were added prior to passage. See if the law was reintroduced after an initial failure to be passed. Elicit responses from the students which indicate that passage of a bill is a rather complex process from its being placed in the hopper to signature by the President. Could the bill have been sidetracked (i.e. pigeonholed) until amendments were added?

Development:

1. Distribute copies of the recently-passed bill to each student. Read over the bill and see if any amendments were made.

2. Ask the students why a member of Congress would want to pigeonhole a particular bill. Do they have any reasons for doing so? Can the President effectively push his bill through Congress despite pigeonholing?

3. Introduce the students to the program and indicate that they will be elected President. It will be their job to help guide five bills through Congress. One aspect of passage will be the threat of the bills being pigeonholed. The tactic may be used by Congress to add amendments onto the bill which would make it more desirable for the Congress to pass.

4. Prior to the running of the program other aspects of passing a bill will be encountered. These include log rolling, pork barrel legislation, and lobbying. These terms should be clarified before the program begins.

5. Students should be grouped in pairs for this activity since it gives more of an opportunity for interaction in the political process. Each student station will be given an opportunity to choose between Democratic and Republican parties and to develop a program of bills for the Congress to act on.

6. Allow the students ample time (20-25 minutes) to complete the program and to receive their score. Instruct the students to remove the disks from

the computers, turn off the computer and monitor switches, and to place their diskettes into the protective covers without touching the recording surface.

Summary:

1. How does pigeonholing affect the final outcome of a bill?
2. Can Congress change the intent of the President's bill through amendments? If so, how?
3. How does a Congressional committee play a role in the law-making process?

Homework:

Have students develop a flow chart diagramming how a bill can be pigeonholed after introduction. An appropriate assignment to a student reference can offer help in the diagramming.

Enrichment:

Visit or call a legislator's office for information on how the technique of pigeonholing is used at various levels of government.

TOPIC 82: *Government and Politics - Making a Bill Into a Law - Role of the Media*

Aim: Can the press and other media help the President in getting a bill passed?

Performance Objectives: Students will be able to:

- explain the role of the press in legislation
- identify favors which the President can dispense to push legislation
- explain how the President's popularity may influence the passage of legislation

Materials:

- MS DOS computer lab
- software: Congress by B-5 Software
- current issue of the New York Times or other newspaper
- video tape of a Presidential news conference

Motivation:

Select a newspaper article which highlights the President at a news conference. As a substitute, play the tape of the Presidential news conference. Try to elicit any comments the President may make regarding his legislative program. Did he use his personal popularity to influence the voters or certain Congresspeople? Will he be able to overcome opposition from the opposing party to pass his bills?

Development:

1. View the video tape or display the newspaper article on the President's news conference. Ask for comments from the class. Was the President persuasive?

2. Ask the students whether they were influenced by the President's position and reasoning. Would they go along with his position?

3. Introduce the students to the program and indicate that they will be elected President. It will be their job to pass five bills through Congress. One aspect of the passage will be the use of the media and Presidential popularity.

4. Prior to the running of the program, other aspects of passing a bill will be encountered. These include log rolling, pork barrel legislation, and lobbying. These terms should be defined and clarified before the program begins.

5. Students should be grouped in pairs for this activity since it gives more of an opportunity for interaction in the political process. Each student station will be given the opportunity to choose between Democratic and Republican parties and to develop a program of bills for the Congress to act on. The President will decide how to use the media and his popularity to influence the Congress.

6. Allow the students ample time (20-25 minutes) to complete the program and to receive their score. Instruct the students to remove the disks from the computers, turn off the computer and monitor switches, and to place their diskettes into the protective covers without touching the recording surface.

Summary:

1. How can the media (both print and electronic) influence the passage of legislation?
2. What can the President do to make the passage of his bills more likely?
3. Can the President use any other means to pass a bill?
4. Why would the press want to help or hinder the passage of a bill?

Homework:

1. Which qualities do you think a President should have to be a great leader?
2. Do you think that the President influences the press or does the press influence the President? Explain your position.

Enrichment:

If you were President how would you go about influencing Congress for legislative passage? Express your ideas in a report for the class.

TOPIC 83: *The First Amendment - Freedom of Speech and the Press*

Aim: Are freedom of speech and press absolute?

Performance Objectives: Students will be able to:

- state the limitations that exist on speech and press
- recognize the reasons for limitations
- understand the difference between freedom of speech and libel
- describe what is meant by freedom of speech and press

Materials:

- Apple IIe computer lab
- software: Constitution and Government of the United States by Educational Activities, Inc.

Motivation:

Distribute the attached worksheet
Instruct students to read and complete the worksheet, Are the limitations on the freedoms of speech and press reasonable? In reviewing the students' responses, elicit from them that sometimes freedom cannot be absolute.

Development:

1. Review students' responses and tell them the program they are about to use will teach them about the Constitution and freedom of speech and press and will also allow them to interact with the computer in order to make judgments in real situations.

2. Remind students of the correct method of handling disks and tell them to insert disk 3 into drive "A". The students should turn on the monitor and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to select option 3: 1st Amendment: Freedom of Speech and Press. Then follow the screen instructions.

4. The computer-directed instruction starts with a series of questions on freedom of speech and press with explanations of the correct responses. The students are then introduced to a series of case studies. The students have the opportunity to work interactively with the computer to reach a decision in each case. The instructions for operating the software appear on the screen and allow each student to work at the student's own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity and self-contained review. Suggested time: 10-15 minutes. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches and remind the students to put the diskettes into the protective covers carefully without touching the recording surfaces.

Summary:

1. Why are freedom of speech and press limited?
2. Should people be able to say what they want at any time?
3. Should people be held responsible for the results of their statements? Explain.
4. Should freedom of press mean the same thing in peacetime and wartime? Explain.
5. Should people be allowed to say what they want even if it is unpopular? Explain.

Homework:

1. Why is the Zenger case considered a landmark in the evolution of freedom of the press?
2. How did the Schenck Case establish the theory of clear and present danger?
3. Why is it so difficult to establish a definition of obscenity?
4. How did the "Pentagon Papers" case differ from earlier cases?
5. Should a reporter be forced to tell the sources of his information?

Enrichment:

Several years ago the President of the United States ordered that the press not be allowed to go ashore during the invadion of Grenada. Why would he issue such an order? Why did many Americans feel that the order was a violation of the first amendment? Who do you think was right? Explain your position.

Worksheeet --- Limitations on Free speech and Press

Although the Constitution guarantees free speech and press, there are legal limits. The courts have four bases for denying free speech or press:

1. Obscenity: a person may not publish what is obscene. The court has at various times identified obscenity as a) that which is obscene in terms of the prevailing taste of the community, or b) that which a reasonable person finds obscene.

2. Libel: Free speech or press cannot be used to tell lies about a person so as to cause that person damage to livelihood or reputation. Libel must be a knowing action.

3. National Security: Free speech or press cannot be used to divulge information that would cause a clear and present danger to the security of the nation.

4. Public Safety: Free speech or press cannot be used to create the possibility of riot or insurrection, nor can it be used to encourage others to break the law.

Based on the above explanations, which of the following would be allowed under our system of freedom of press and speech and which would not be allowed? Place an "A" in the blank if you think the action is legal (allowed) and a "B" if you think it would be barred by law.

____ 1. A speaker tells the audience to stand up for their rights.
____ 2. A magazine publishes the plans for the A-bomb.
____ 3. A movie shows nude scenes of children.
____ 4. A newspaper calls a politician stupid and wasteful.
____ 5. A rock album contains "dirty" words.
____ 6. A reporter calls a baseball player a drug addict.
____ 7. A disc jockey urges people not to buy a certain brand of beer.
____ 8. A friend tells you to "get" another student.

TOPIC 84: *The Constitution - Religious Freedom*

Aim: What is religious freedom?

Performance Objectives: Students will be able to:

- explain the relationship between the Constitution and religious freedom
- describe the legal limits of religious freedom
- draw conclusions about the Court's position in specific situations
- identify the rights that religious groups have in the U.S.

Materials:

- Apple IIe computer lab
- software: Constitution and Government of the United States by Educational Activities, Inc.

Motivation:

Amendment I: Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof...

1. Prayer at the start of the school day
2. A nativity scene in front of City Hall
3. The state giving textbooks to religious schools
4. Using a public school for a meeting of a religious group
5. Playing Christmas music in a department store
6. Firing someone who refuses to work on a religious holiday

Based on Amendment I, which of these things do you think are allowed by the Constitution? What restrictions, if any, can the government place on religion? In reviewing the students' responses, elicit from them that the government can neither help nor hinder any religion.

Development:

1. Review students' responses and tell them the program they are about to use will teach them about the Constitution and religious freedom and will also allow them to interact with the computer in order to make judgements in real situations.

2. Remind students of the correct method for handling disks and tell them to insert disk 3 into drive "A". The students should turn on the computer and monitor power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to select option 2 - 1st Amendment: Freedom of Religion. Then follow the screen instructions.

4. The computer-directed instruction starts with a series of questions on freedom of religion with explanations of the correct responses. The students are introduced to a series of case studies. The students have the opportunity to work interactively with the computer to reach a decision in each case. The instructions for operating the software appear on the screen and allow students to work at their own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity and self-contained review. Suggested time is 10-15 minutes. Instruct the students to remove the disks from the mnachines, turn off the computer and monitor power switches, and place the disks carefully into their protective sleeves without touching the recording surface.

Summary:

1. How are religious freedoms limited?
2. Should the government be involved in religious freedom? Explain.
3. Why does our constitution separate church from state?
4. Is religious freedom absolute? Why?

Homework:

1. Construct a time line showing important Supreme Court cases involving religious freedom?
2. What would happen if a person's religious beliefs violated the law? Why?
3. Why is the recitation of the Pledge of Allegiance considered by some to be a violation of the First Ammendment?

Enrichment:

Distribute the attached worksheet. Complete the information in the chart. State the decision in each case and its importance. What conclusion can you draw?

WORKSHEET - What Is Religious Freedom?

Case	Decisions	Importance or Implications
West Virginia State Board vs. Bernette (1943) - Flag salute		
Everson vs. Board of Education (1963) - School bus fare		
Abington vs. Schempp (1963) - School prayer		
U.S. vs. Seegar (1965) - conscientious objector		
Welsh vs. U.S. (1970) - conscientious objector		
Engel vs. Vitale (1962) - school prayer		

TOPIC 85: *The First Amendment - Petition and Assembly*

Aim: Should there be limits on freedom of petition or assembly?

Performance Objectives: Students will be able to:

- explain the meaning of freedom of petition and assembly
- draw conclusions about the right to assemble
- describe limitations on the right to assemble or petition
- recognize the role of the individual in preserving these rights

Materials:

- Apple IIe computer lab
- software: Constitution and Government of the United States by Educational Activities, Inc.

Motivation:

Several years ago, the American Nazi Party sought permission to hold a march and rally in Skokie, Illinois (a predominantly Jewish suburb of Chicago). The permit was denied. The Nazi Party went to court claiming that their first amendment rights to peaceful assembly were being violated.
Based on this information: Should the Nazis have been allowed to march? What factors can you cite for allowing or not allowing the march? What possible dangers could arise? Review the right of assembly and petition. Elicit from the students that not all questions of constitutional rights are easily resolved.

Development:

1. Review students' responses and tell them the program they are about to use will teach them about the Constitution and freedom of assembly and petition and will also allow them to interact with the computer in order to make judgments in real situations.

2. Remind students of the correct method of handling disks and tell them to insert disk 3 into drive "A". The students should turn on the monitor and computer power. The program im self-loading.

3. When the menu appears on the screen, instruct the students to select option 4: 1st Amendment: Freedom of Assembly and Petition. Then follow the screen instructions.

4. The computer-directed instruction starts with a series of questions on freedom of assembly and petition with explanations of the correct responses. The students are then introduced to a series of case studies. The students have the opportunity to work interactively with the computer to reach a decision in each case. The instructions for operating the software appear on the screen and allow each student to work at the student's own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity and self-contained review. Suggested time: 10-15 minutes. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches and remind the students to put the diskettes into the protective covers carefully without touching the recording surfaces.

Summary:

1. When can freedom of assembly be abridged?
2. Does everyone have the right to assemble peaceably? Explain.
3. What is the responsibility of the participants at a rally?
4. What limitations can arise on freedom of assembly?
5. What is the freedom to petition?

Homework:

1. Why does the government have the right to limit assembly?
2. Why do groups planning a march have to get a permit from the police?
3. When petitioning the government, can you write whatever you wish? Explain.
4. To what extent should the right of unpopular groups to demonstrate be protected?

Enrichment:

Throughout U.S. history, public demonstration and assembly have been a moving force. During the 1960's some demonstrations turned ugly and even violent (Chicago Convention, civil rights marches, anti-war rallies). Research the causes of these protests and the reasons why the reactions were so strong.

TOPIC 86: *The Fourth Amendment - Search and Seizure*

Aim: What is a legal search?

Performance Objectives: Students will be able to:

- state the conditions under which a police search may take place
- describe the contents and purposes of a search warrant
- recognize the reasons why the power to search is limited
- explain what is meant by reasonable cause
- identify the Constitutional source of the limitations on search and seizure

Materials:

- Apple IIe computer lab
- software: Constitution and Government of the United States by Educational Activities, Inc.

Motivation:

"The right of the people to be secure in their houses, papers, effects against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause...describing the place to be searched, and the persons or things to be seized."

Based on the 4th Amendment, what must happen before a search can take place? What must be written in a warrant? In reviewing the students' responses, elicit from them that a search cannot be made without cause (but can sometimes be made without a warrant).

Development:

1. Review students' responses and tell them the program they are about to use will teach them about the Constitution and search and seizure and will also allow them to interact with the computer in order to make judgments in real situations.

2. Remind students of the correct method of handling disks and tell them to insert disk 3 into drive "A". The students should turn on the monitor and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to select option 5: 4th Amendment: Search and Seizure; then follow the screen instructions.

4. The computer-directed instruction starts with a series of questions on search and seizure with explanations of the correct responses. The students are then introduced to a series of case studies. The students have the opportunity to work interactively with the computer to reach a decision in each case. The instructions for operating the software appear on the screen and allow each student to work at the student's own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity and self-contained review. Suggested time: 10-15 minutes. Instruct the students to remove the disks from the machines, turn off the computer monitor and power switches and remind the students to put the diskettes into the protective covers carefully without touching the recording surfaces.

Summary:

1. When can a search take place?
2. What must be present on a search warrant?
3. Why is the police ability to search limited?
4. Under what conditions can a search take place without a warrant?
5. What is meant by reasonable cause?

Homework:

Distribute the attached worksheet. Instruct the students to follow directions and answer the questions

Enrichment:

An important Supreme Court case involving search and seizure was Mapp vs. Ohio. Research the facts in this case. Prepare a report explaining the decision and its importance.

WORKSHEET - Search and Seizure

For each of the following state:

1. Whether you think the search was legal
2. Could the evidence obtained be used in court?
3. Did the search pass the test of probable cause?

A person is seen climbing out of the back window of a store at 2 a.m. He is carrying a box containing radios, $200 is found in his pockets and he is arrested.

1.
2.
3.

A house is searched with a warrant. The warrant is for stolen TV sets. One of the searchers opens a drawer and finds drugs. The man is arrested for drug possession.

1.
2.
3.

A store is robbed of cash. The description is of a male 5'8" tall, blue shirt and sneakers. Ten minutes later a man matching that description is seen waiting for a bus several blocks from the store. He is searched, the money is found, and he is arrested.

1.
2.
3.

A policeman stops a speeder and smells marijuana. He searches the car and finds marijuana and an illegal handgun. He arrests the driver.

1.
2.
3.

Two youths are hanging out on the corner late at night. An officer questions and searches them. He finds drugs and arrests them.

1.
2.
3.

An officer stops a person who went through a stop sign. The driver seems nervous, so the officer searches the car and finds a dead body in the trunk. He arrests the driver.

1.
2.
3.

TOPIC 87: *The Constitution - Court Cases*

Aim: Have the courts protected our rights as Americans?

Performance Objectives: Students will be able to:

- describe the role of the court in protecting the rights of citizens
- identify important legal protections in the Constitution
- state the Constitutional basis for specific decisions
- define the legal terminology of court cases

Materials:

- Apple IIe computer lab
- software: Constitution and Government of the United States by Educational Activities, Inc.

Motivation:

A federal court judge has ordered the early release of nonviolent state prisoners. He says there are too many prisoners in each cell. He says the jails are overcrowded and unsafe for both guards and prisoners. A few days later, one of those released is arrested for burglary and assault.

Why did the judge order the release of the prisoners? Was he justified in releasing "nonviolent" prisoners? How would the public react to such a news story? Explain that a judge must follow the "letter of the law." Review the power of the courts to make important decisions.

Development:

1. Review students' responses and tell them the program they are about to use will teach them about the Constitution and important court cases and will also allow them to interact with the computer in order to make judgments in real situations.

2. Remind students of the correct method of handling disks and tell them to insert disk 3 into drive "A". The students should turn on the monitor and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to select option 6: Case Studies, then follow the screen instructions.

4. The computer-directed instruction starts with a series of questions on important court cases with explanations of the correct responses. The students are then introduced to a series of case studies. The students have the opportunity to work interactively with the computer to reach a decision in each case. The instructions for operating the software appear on the screen and allow each student to work at his/her own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity and self-contained review. Suggested time: 10-15 minutes. Instruct the students to remove the disks from the machines, turn off the computer and monitor and power switches and remind the students to put the diskettes into the protective covers carefully without touching the recording surfaces.

Summary:

1. Must court decisions be popular? Explain.
2. Why must all decisions be based on law rather than emotions?
3. Why are higher courts allowed to overturn lower court decisions?
4. How is the Constitution the basis of law?
5. How do the courts protect our liberties?

Homework:

1. Which freedoms are guaranteed in the Bill of Rights?
2. How has the Supreme Court defined freedom of speech and religion?
3. It has been said that "the Constitution is what the Supreme Court says it is." Explain this statement.
4. Why do federal courts have jurisdiction over state courts?

Enrichment:

Distribute the attached worksheet. Discuss with students the sources of information needed to complete the sheet.

WORKSHEET - Protecting the Accused

Case	Topic	Decision	Implication or Importance
U.S. vs. Rabinowitz	search		
Bergen vs. New York	wiretap		
Gideon vs. Wainwright	free counsel		
Escobedo vs. Illinois	counsel		
Miranda vs. California	counsel		
Furman vs. Georgia	death penalty		
Sheppard vs. Maxwell	fair trial		
In re Giralt	rights of minors		

TOPIC 88: *The Constitution - Ex Post Facto Laws*

Aim: Can changes in law influence what has already happened?

Performance Objectives: Students will be able to:

- understand the limitations of ex post facto laws
- explain why laws should not be retroactive
- identify the reasons for the prohibition of ex post facto laws
- describe how ex post facto laws (if allowed) could be harmful

Materials:

- Apple IIe computer lab
- software: Constitution and Government of the United States by Educational Activities, Inc.

Motivation:

In 1970, New York State had one of the harshest drug laws in the nation. Even a small amount of marijuana could result in a long jail sentence. Many people were jailed under that law. By the late 1970's the penalties for possession of small amounts of marijuana were reduced. Hardly anyone was jailed for it. Yet some of those sentenced under the old law were still in jail and remained there until their sentence was over (even after the new law took effect).

Why didn't the new law affect those already in jail? How are people protected from changes in the law? In reviewing students responses, explain the rule of ex post facto. Elicit from them that a person should not be punished if an act performed legally becomes a crime later.

Development:

1. Review students' responses and tell them the program they are about to use will teach them about the Constitution and the protection of individuals from ex post facto laws and will also allow them to interact with the computer in order to make judgments in real situations.

2. Remind students of the correct method of handling disks and tell them to insert disk 2 into drive "A". The students should turn on the monitor and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to select option 4: Understanding (court cases), then follow the screen instructions.

4. The computer-directed instruction starts with a series of questions on important court cases with explanations of the correct responses. The students are then introduced to a series of case studies. The students have the opportunity to work interactively with the computer to reach a decision in each case. The instructions for operating the software appear on the screen and allow each student to work at the student's own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity and self-contained review. Suggested time: 10-15 minutes. Instruct the students to remove the disks from the machines, turn off the computer monitor and power switches and remind the students to put the diskettes into the protective covers carefully without touching the recording surfaces.

Summary:

1. What is ex post facto?
2. Why would retroactive laws be unfair?
3. Why would it be impossible to conduct business if laws could be made retroactive?

Homework:

1. What does the Constitution say about ex post facto laws?
2. Why are ex post facto laws specifically prohibited?
3. How do the changing needs of society result in changing law?

Enrichment:

Research another situation in American history in which a changed law resulted in a reduced prison term, but not for those already in prison.

TOPIC 89: *The Constitution - Habeas Corpus*

Aim: How are we protected from indiscriminate imprisonment?

Performance Objectives: Students will be able to:

- explain the concept of habeas corpus
- explain why habeas corpus is an important element of American law
- describe how the protection of habeas corpus works
- recognize why the Constitution prevents punishment without trial

Materials:

- Apple IIe computer lab
- software: Constitution and Government of the United States by Educational Activities, Inc.
- handout on the Bastille

Motivation:

Distribute the handout. Have students respond in writing to the questions.

In reviewing students' responses, elicit from them that these events could not happen in the United States. Review the concept of habeas corpus and prohibition of punishment without trial.

Development:

1. Review students' responses and tell them the program they are about to use will teach them about the Constitution and legal rights and will also allow them to interact with the computer in order to make judgments in real situations.

2. Remind students of the correct method of handling disks and tell them to insert Disk 2 into drive "A". The students should turn on the monitor and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to select option 5: Legal Rights and the Constitution, then follow the screen instructions.

4. The computer-directed instruction starts with a series of questions on habeus corpus with explanations of the correct responses. The students are then introduced to a series of case studies. The students have the opportunity to work interactively with the computer to reach a decision in each case. The instructions for operating the software appear on the screen and allow each student to work at the student's own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity and self-contained review. Suggested time: 10-15 minutes. Instruct the students to remove the disks from the machines, turn off the computer monitor and power switches and remind the students to put the diskettes into the protective covers carefully without touching the recording surfaces.

Summary:

1. What are political prisoners? Can U.S. citizens be arrested for political protest?
2. Why is the right of habeus corpus so important to Americans?
3. Why does the Constitution seek to protect people in this manner?

Homework:

1. What does the Constitution say about habeas corpus?
2. In which part of the Constitution are these matters discussed?
3. These rights have been suspended in time of war. Why?
4. Why is the Writ of Habeas Corpus considered a cornerstone of our legal system ?

Enrichment:

During the Civil War, President Lincoln suspended the Writ of Habeas Corpus and held people without trial. Prepare a report explaining why he did this and detailing the results of these actions.

WORKSHEET - The Bastille

On July 14, 1789 the Paris mobs attacked the Bastille, a fortress and prison. The Bastille was used as a prison for those who opposed the King and the government (political prisoners). The mob released the prisoners, who numbered less than ten. Among them was one prisoner who according to records had been in jail more than ten years. His records did not indicate what he was charged with; he had also been jailed without trial. He remembered being arrested on his way home from work and being brought to the Bastille. He had never seen a lawyer, never appeared before a judge and never been told of the charges against him. Even worse, his family had never been told of his arrest and they assumed him dead.

1. Why was the man jailed?
2. Could this happen here? Why?
3. Who should be responsible for this situation?
4. Why did the mob storm the Bastille?

TOPIC 90: *The Constitution - Economic Rights*

Aim: How does the Constitution protect our economic rights?

Performance Objectives: Students will be able to:

- understand the Constitutional protections of contracts
- identify those groups whose rights are specifically protected
- explain why these protections occur
- list those economic rights that are protected

Materials:

- Apple IIe computer lab
- software: Constitution and Government of the United States by Educational Activities, Inc.

Motivation:

Present the following:
Dartmouth College vs. Woodward (1819)
Contracts cannot be violated as long as they are legal. They cannot be changed without mutual consent of the parties. They are binding upon heirs and successors.

According to this Supreme Court decision; what is true of all contracts? Is it fair that both sides have to agree to changes? Explain to the students that later decisions prohibited discrimination in contracts (minorities, women, elderly, handicapped). Review the students' answers to make sure they understand the nature of contracts.

Development:

1. Review students' responses and tell them the program they are about to use will teach them about the Constitution and economic rights and statutes and will also allow them to interact with the computer in order to make judgments in real situations.

2. Remind students of the correct method of handling disks and tell them to insert disk 2 into drive "A". The students should turn on the monitor and computer power. The program is self-loading.

3. When the menu appears on the screen, instruct the students to select option 6: Economic Rights and Statutes and the Constitution, then follow the screen instructions.

4. The computer-directed instruction starts with a series of questions on economic rights and statutes with explanations of the correct responses. The students are then introduced to a series of case studies. The students have the opportunity to work interactively with the computer to reach a decision in each case. The instructions for operating the software appear on the screen and allow each student to work at the student's own pace.

5. Allow the students a reasonable amount of time to complete the computer-directed activity and self-contained review. Suggested time: 10-15 minutes. Instruct the students to remove the disks from the machines, turn off the computer and monitor power switches and remind the students to put the diskettes into the protective covers carefully without touching the recording surfaces.

Summary:

1. Why does the Constitution protect contracts?
2. Why can't contracts be easily changed?
3. Why is the contract so important to American business?
4. What groups are specifically protected by law?

Homework:

1. What is meant by a legal contract?
2. Why is a written contract binding?
3. Why did the Supreme Court find it necessary to rule on the contract issue (Dartmouth vs. Woodward)?
4. Why are certain groups specifically protected by law?

Enrichment:

Four groups of individuals have special legal protection in terms of discrimination, equal rights, and opportunities. In a well-researched report discuss the reasons for this protection as it applies to each group.

TOPIC 91: *The Constitution - The Supreme Court*

Aim: How does the Supreme Court work?

Performance Objectives: Students will be able to:

- understand the working of the Supreme Court
- analyze the role of Supreme Court Justices
- explain how Supreme Court Justices are selected
- recreate role of judge in mock trials

Materials:

- hardware: MS DOS computer
- software: Government in the U.S. by Orange Cherry
- notebook section for U.S. government

Motivation:

According to proper law enforcement procedures, if you commit a crime, your rights must be read to you: "You have the right to remain silent. You have the right to counsel. If you give up your silence, anything you say can and will be held against you in a court of law," etc. Who said these are your constitutional rights? Were they always? Does anyone know the famous decision that gave you these rights?

Development:

1. Turn on machine power and insert the program disk into drive A. Press ALT, DEL, and CTRL keys at the same time. The disk is self-loading and should begin at this point. Introduce motivation to class. On the main menu, press #2 and then press #2 again. The Supreme Court selection will appear. A short biography of the Court is displayed. Ask a student to read from the screen. Have the rest of the students take notes.

2. Review information already gathered. Before you leave #2, a mini-quiz is given. Make sure students copy the questions and correct answers for future reference.

3. As soon as students successfully complete this section, go back to the main menu, press #2 again and #3 choice on the sub-menu. This presents a role-reversal wherein the student plays "Chief Justice." Cases come at random and at this point independent computer work is suggested. There are ten cases where students defend constitutional issues.

   Allow 30-35 minutes for entire lesson and computer lab. At this point, collect disks, do summary and present homework.

Summary:

1. How many Justices are on the Supreme Court?
2. What is their job or responsibility?
3. What is a judicial review?
4. How does one remove a judge from the Supreme Court? Who does it? Why?
5. How long may a Justice serve?

Homework:

In an appropriate text, assign a reading selection on the powers of the Supreme Court.

1. What is the function of the Supreme Court?
2. Has the number of judges changed over the years?
3. Why are judges appointed for life?
4. Have any appointments been denied by Congress?
5. Has Congress impeached any Justices? For what reasons?

Enrichment:

1. How apolitical is the Supreme Court? How can we prove or disprove its "political-ness" down through the years?
2. How has the American Presidency influenced the Supreme Court?
3. How has American society influenced decisions of the Supreme Court during:
   a. Civil War years
   b. Reconstruction period
   c. World War I
   d. World War II
   e. Korean conflict
   f. Vietnam era

TOPIC 92: *Population Profile - Computers in Government*

Aim: How can various departments of U.S. Government use data collected?

Performances Objective: Students will be able to:

- explain computer uses in government
- explain statistical terminology and meanings
- analyze computer predictions about natural or man-made catastrophes
- initiate inquiries into computer predictions

Material:

- hardware: MS DOS computer
- software: Computers in Government by MECC
- printer (optional)
- disaster population, prediction graphs and charts

Motivation:

Recount the recent Russian Chernobyl and American Three-Mile Island (1978) nuclear near-disasters, Hollywoods "China Syndrome" and other real/fictional disaster accounts. Ask:

1. Why would we want to predict disaster?
2. How can this information help or hurt current population?

Development:

1. Introduce and discuss motivation questions. Insert the program disk into drive A. Press ALT, DEL and CTRL keys at once. The program is self-loading and will begin. On menu select #3. If a review is necessary, briefly go over #1 and 2. Be thoroughly familiar with the entire program. Select those parts best suited for this lesson.

2. Pass out the disaster population graphs and charts; there should be one for each year selected in intervals of a decade. Computer is based on 1980 information. Hint: begin with current U.S. population (1980) and then 1990, 2000, 2010, 2020.

3. Have students do statistical charts for each of these decades in class. Bar graph will be done later.

4. Discuss each decade's comparison. Ask questions such as:
    a. What kind of disaster?
    b. Nature of, permanent or temporary?
    c. Why is there a need to know?
    d. How can this information be abused?

5. Allow a full 45 minutes for work to be done, summary, homework assignment, diskette collection and power shut-down.

Summary:

1. What are some natural disasters the U.S. population may be faced with?
2. How could information be used for evacuation?
3. Do electricity/gas people need such predictions? Why?
4. Why would civil defense people need to know this information?

Homework:

- Taking statistical charts, create and finish bar graphs for each year beginning in 1980. Translate into percentages, use each age group various colors. Make a bar graph for a specific year, of regular year vs. disaster year figures. On separate paper answer:

1. What change in male/female population 0-4, 5-9, 10-14, etc. to seventy-five plus?
2. How do these changes interpret into real events?
3. What does a drop in certain age groups mean to another age group?
4. How could National Guards and Civil Defense use this information?
5. What kinds of questions does this information lend itself to?

Enrichment:

1. Make a list of the ten top agencies of U.S. government and state how each could/would use/abuse such predictions.
2. Further use of computer lab time with diskette
3. Create, with a blank U.S. map, your own disaster/population control map illustrating, through color codes, population disaster points, population drop and/or shifts.

TOPIC 93: *Population Profile - The 21 st Century and the Government*

Aim: How does the Government use Computers?

Performance Objectives: Students will be able to:

- state uses of computers in government
- understand statistical terminology
- analyze data and population charts and graphs
- create their own population prediction through computer use

Materials:

- hardware: MS DOS computer
- software: Computers in Government by MECC
- printer (optional)
- handouts (included)
- folder/notebook for worksheet/handout

Motivation:

Have a deck of 52 regular playing cards in front of the class and announce you are going to predict the U.S. population by the fall of the cards. For 1990 and beyond, ask about the reliability of playing card predictability as opposed to computer analysis.

Development:

1. Insert the program disk into drive A and press the ALT, DEL and CTRL keys at the same time. The program is self-loading and will begin at once. On the main menu press #1. Current population figures will appear. Announce to the class that from this point on and until end of the class period, they will assume major roles of decision makers. Group 6-10 students (two students per mini-group and then 6-10 into a major group) into decision makers of departments of defense, housing and urban development, education, labor, justice, interior, social security administration, transportation and agriculture. (Choose one for each group of students). Tell them that the President is expecting a brief report from each assigned group. The President wishes projections for population from 1980 to the year 2010, in intervals of ten years (1980, 1990, 2000, 2010) showing current trends of age groups.

2. Handouts should be passed to the groups regardless of their assigned departments. Handout #1 is the "Reading to the Computer Projection." Remind students to begin with 1980 and then proceed onward. Also remind students to review the statistical vocabulary from the other day.

3. For the day's activity, have students fill out #1 (printer can be used at this point or manual work). While in class, go over 1 to 6 with students for feedback on each question.

4. The lesson should cover 40-45 minutes, including summary and assigned years. Turn off power and collect diskettes.

Summary:

1. What are some other reasons the President might want this report?
2. What reactions did some students get for #3 on handout #1?
3. What reactions did some students get for #4,5 on handout #1?
4. What response would apply for #6 on handout #1?

Homework:

1. List all assigned agencies from day's work.
2. What would each agency need to know about current and predicted populations of U.S.?
3. Why would it be necessary to know from an economic viewpoint?

Also, complete handouts #2 and #3.

Enrichment:

- further computer time with same diskette
- use of predictions for overpopulation, control /zero population.
- use of predictions for man-made and natural disaster actions/reactions of populations for the future.
- form a committee, from the groups assigned to the departments, to review debate findings. Teacher can play moderator, presidential advisor or President and question results as to how each group got their information, what it means,etc.

Summary:

1. What are some other reasons the President might want this report?
2. What reactions did some students get for #3 on handout #1?
3. What reactions did some students get for #4,5 on handout #1?
4. What response would apply for #6 on handout #1?

Homework:

1. List all assigned agencies from day's work.
2. What would each agency need to know about current and predicted populations of U.S.?
3. Why would it be necessary to know from an economic viewpoint?

Also, complete handouts #2 and #3.

Enrichment:

- further computer time with same diskette
- use of predictions for overpopulation, control /zero population.
- use of predictions for man-made and natural disaster actions/reactions of populations for the future.
- form a committee, from the groups assigned to the departments, to review debate findings. Teacher can play moderator, presidential advisor or President and question results as to how each group got their information, what it means,etc.

Computers in Government - Handout # 1

1) What is the new population size?
2) What is the new fertility rate? Is it a change?
3) Have any age groups made a dramatic change since the last report?
4) Do you see any trends in the population the President should know about?
   Are more people dying? Becoming middle-aged? Being born?
5) What problems could a skewed population distribution cause?
6) How could these problems be solved by your agency/department?

National Data Bank - Handout # 2

1) What would be some advantages to a central data bank?
2) What would be some distadvantages? Why would you not want all the facts
   about you in one central place? Could this information be misused?
3) Do you see any political dangers?
4) Weighing advantages/disadvantages, how would you vote for such a computer
   system? Why?

Computers in Government - Handout # 3

Report to the President

Department/Agency: ______________________________

Task Force Members:

______________________ ______________________

______________________ ______________________

______________________ ______________________

General Concerns:

____

____

____

____

Key Problems:

1) ______________________________________

2) ______________________________________

3) ______________________________________

4 ______________________________________

WORKSHEET **Bar Graph**

Year : ________________

1 1 2 2 3

0 5 0 5 0 5 0 +

A G E G R O U P S

0 - 4
5 - 9
10-14
15-19
20-24
25-29
30-34
35-39
40-44
45-49
50-54
55-59
60-64
65-69
70-74
75 +

TOPIC 94: *Map Skills - Primary Directions*

Aim: How can we master the primary directions?

Performance Objectives: Students will be able to:

. list the four primary directions
. contrast relative positions on a map
. give accurate directions
. assess the value of the four primary directions

Materials:

. MS DOS computer lab
. software: Map Skills - MS DOS version by NYC Board of Education (Apple version is also available.)
. diagram of the main floor of the school
. homework worksheet

Motivation:

A visitor, who is looking for the principal's office, has just entered the main entrance of the building. If the visitor asks for help, what directions could you give?

Development:

1. Draw a map of the school's main floor on the chalkboard. Ask the students to forecast the most direct route from the main entrance to the principal's office.

2. Ask the students if their suggested directions are understandable enough for a visitor to the building to follow. Tell the students that the program they are about to use will clarify their map directions.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "DOS" into drive "A" and turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BASICA" followed by "Enter". Make sure that you type BASICA and not simply BASIC; "Map Skills" will not run in BASIC. When the BASICA menu appears remove the DOS diskette and insert the program diskette into drive A, type in RUN"SSCAI" and press Enter. The program will begin.

4. Instruct the students to press any key until the program instructions appear on the screen. They should press the appropriate key for the type of computer they are using.

5. When the menu appears, instruct the students to press "H" for help. Following the simple instructions, they should enter their name and select topic 1 - Primary Directions. The students will read the brief review of primary directions.

6. The computer-directed instruction begins with a series of diagrams containing the four primary directions. The students will check their understanding of the primary directions. As they follow this easy-to-use program, they can answer review questions at their own pace. Each answer is immediately checked by the computer.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 5-10 minutes.

Summary:

1. Where is the directional key located on the map?
2. What direction is at the top of the screen?
3. What direction is at the left of the screen?
4. How many directions are listed on the school map?
5. If the map is turned upside-down where would north be?
6. Why must all maps have a directional?
7. If we are travelling north along Fifth Avenue in Manhattan and turned to the left, in which direction would we now be facing?
8. Why do you think many streets in Manhattan have a direction in their names?

Homework:

Prepare a rexographed street map of a neighborhood. The street map should be in a grid pattern with several landmarks. Have the students answer the following questions:

1. Label a directional for the street map.
2. Label the four primary directions on the map.
3. Find landmark "A". In which direction would you travel if you made a right at "A"? Why?
4. If you were located at the center of the map and moved to the left, in which direction would you travel? Why?

Enrichment:

From a map of Africa, list four nations in Northern Africa. Find the Nile River on a map of Africa. In which direction does the Nile River flow? From a map of the United States, find the Mississippi River. In which direction does the Mississippi River flow? Compare the flow of the two rivers.

TOPIC 95: *Map Skills - Intermediate Directions*

Aim: How can we make use of intermediate map directions?

Performance Objectives: Students will be able to:

- list the four primary directions
- recall four intermediate directions
- contrast relative positions on a map
- give accurate directions
- assess the value of intermediate directions

Materials:

- MS DOS computer lab
- software: Map Skills - MS DOS Version by NYC Board Of Education (An Apple version is also available.)
- wall map of the United States
- homework worksheet

Motivation:

Place the following on the chalkboard:

A tourist, who is visiting the United States is impressed with the vast size of our nation. The tourist has been told by a travel agent that an interesting area to visit is the American Southwest. Can you give accurate directions for travelling to the American Southwest from our position in New York?

Development:

1. On a wall map of the United States, have a student identify the four primary directions. Ask the students to identify which nations are directly North and South of the United States. Ask the students to locate Alaska on the wall map. If someone wanted to vacation in Alaska, which direction would they travel to get there from New York City?

2. Ask the students if their suggested directions are understandable enough for a tourist to our county to follow. Could the tourist travel half way to the North and half way to the West also? Tell the students that the program they are about to use will clarify their map directions.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "DOS" into drive "A" and turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BASICA" followed by "Enter". Make sure that you type BASICA and not simply BASIC; "Map Skills" will not run in BASIC. When the BASICA menu appears remove the DOS diskette and insert the program diskette into drive A, type in RUN"SSCAI" and press Enter. The program will begin.

4. Instruct the students to press any key until the program instructions appear on the screen. They should press the appropriate key for the type of computer they are using.

5. When the menu appears, instruct the students to press "H" for help. Following the simple instructions, they should enter their name and select topic 2 - Intermediate Directions. The students will read the brief introduction to intermediate directions.

6. The computer directed instruction begins with a series of diagrams containing the four primary and four intermediate directions. The students will check their understanding of the primary and intermediate directions. As they follow this easy-to-use program, they can answer review questions at their own pace. Each answer is immediately checked by the computer.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 5-10 minutes.

Summary:

1. Where is the directional key located on the map?
2. What direction is at the top of the screen?
3. What direction is at the top right-hand corner of the screen?
4. Which direction is at the bottom right-hand corner of the screen?
5. Which direction is half way between North and West?
6. If the map is turned upside down where would North be?
7. If the map is turned upside down, would Southwest still be in the lower left hand corner of the map?
8. If we are traveling to Florida from New York, which direction would we go?
9. Why do you think the states of Washington and Oregon are called Northwestern states?

Homework:

Prepare a rexographed map of the United States. The map should include all fifty states. Have the students answer the following questions:

1. Label a directional for the map.
2. Label the four primary directions on the map.
3. Find the state of Colorado. Which state is southwest of Colorado?
4. If you travel from Los Angeles, California to New York City, in which direction would you go?
5. New York City is in which geographic area of New York State?

Enrichment:

The sun is known to rise in the eastern sky and set in the western sky. If we followed the sun all day long in which direction would we travel? Starting from New York City and following the afternoon sun, will we ever reach California? Would it be better to follow the sun in the morning hours?

TOPIC 96: *Map Skills - Latitude*

Aim: How can we use latitude help us find places on a map?

Performance Objectives: Students will be able to:

- give a definition of latitude
- recall in which direction lines of latitude run
- measure latitude by degrees on a map
- locate zero degrees and ninety degrees latitude
- assess the value of latitude in finding locations on a map

Materials:

- MS DOS computer lab
- software: Map Skills - MS DOS Version by NYC Board Of Education (An Apple version is also available)
- one large ball
- wall map of the world
- homework worksheet

Motivation: Using a large ball, present the following problem:

> Can we travel in the four primary and four intermediate directions on a spherical surface? If we establish lines of direction, how far will we travel if we continue to go in the same direction?

Development:

1. On a wall map of the world, have a student identify the four primary directions. Ask a student to identify the four intermediate directions.

2. Ask the students if their suggested directions have exhausted all possible directions. Ask the students how far they should travel to cover the distance between two points on a map. Tell the students that the program they are about to use will clarify their map directions.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "DOS" into drive "A" and turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BASICA" followed by "Enter". Make sure that you type BASICA and not simply BASIC; "Map Skills" will not run in BASIC. When the BASICA menu appears remove the DOS diskette and insert the program diskette into drive A, type in RUN"SSCAI" and press Enter. The program will begin.

4. Instruct the students to press any key until the program instructions appear on the screen. They should press the appropriate key for the type of computer they are using.

5. When the menu appears, instruct the students to press "H" for help. Following the simple instructions, they should enter their name and select topic 3 - Latitudes. The students will read the brief introduction to Latitudes.

6. The computer-directed instruction begins with a series of diagrams containing the basics of latitude. The students will check their understanding of latitude. As they follow this easy-to-use program, they can answer review questions at their own pace. Each answer is immediately checked by the computer.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 5-10 minutes.

Summary:

1. In which direction do latitudes run on a map?
2. What is the latitude of the South Pole?
3. In which directions could you be moving if the latitudes are decreasing in size?
4. Do the North and South Poles have the same latitude?
5. On the map of the world, find three nations which have a common latitude.
6. Using the large ball, travelling along a constant latitude, which latitude would have the longest distance to go once around the ball?
7. In miles, what is the distance between any two degrees of latitude?

Homework:

Prepare a rexographed map of the world. The map should not have any latitudes on it. Have the students complete the following exercise:

1. Label a directional for the map.
2. Label the four primary directions on the map.
3. Find the United States on the map. Between which latitudes is the United States?
4. If you were located at the equator, and travelled to Mexico, did you go up or down in degrees of latitude? Why?
5. If we moved 70 miles to the West, how many degrees latitude would we gain? Why?
6. Traveling 140 miles North from New York, would we increase or decrease degrees latitude? Why and by how many degrees?

Enrichment:

From a map of the world find two places with the same latitude. Locate the Tropic of Capricorn and the Tropic of Cancer. What do they have in common? What are the differences between the Tropics of Capricorn and Cancer?

TOPIC 97: *Map Skills - Longitude*

Aim: How can we use longitude to help us find places on a map?

Performance Objectives: Students will be able to:

- give a definition of longitude
- recall which direction lines of longitude run
- measure longitude by degrees on a map
- locate zero degrees and one hundred degrees longitude on a map
- assess the value of longitude in finding locations on a map

Materials:

- MS DOS computer lab
- software: Map Skills - MS DOS Version by NYC Board Of Education (An Apple version is also available.)
- wall map of the world
- homework worksheet

Motivation:

Earlier we studied latitude and how latitude can help us find approximate places on a map. Using that knowedge, how can we find exact locations on a map?

Development:

1. On a wall map of the world, have a student identify the four primary directions. Ask a student to identify the four intermediate directions.

2. Ask the students if their suggested directions have exhausted all possible directions. Review latitude with the class. Remind the students that latitude helps us only to define distances north or south of a point on a map. Tell the students that the program they are about to use will clarify their map directions.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "DOS" into drive "A" and turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BASICA" followed by "Enter". Make sure that you type BASICA and not simply BASIC; "Map Skills" will not run in BASIC. When the BASICA menu appears remove the DOS diskette and insert the program diskette into drive A, type in RUN"SSCAI" and press Enter. The program will begin.

4. Instruct the students to press any key until the program instructions appear on the screen. They should press the appropriate key for the type of computer they are using.

5. When the menu appears, instruct the students to press "H" for help. Following the simple instructions they should enter their name and select topic 4 - Longitude. The students will read the brief introduction to longitude.

6. The computer-directed instruction begins with a series of diagrams containing the basics of longitude. The students will check their understanding of longitude. As they follow this easy-to-use program, they can answer review questions at their own pace. Each answer is immediately checked by the computer.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 5-10 minutes.

Summary:

1. In which direction does longitude run on a map?
2. What is the longitude of New York City?
3. In what direction would you be moving if the longitudes are decreasing?
4. Do the North and South Poles have the same longitudes?
5. Can two nations share a common longitude?
6. On the map of the world, find three nations which have a common longitude.
7. What is located at 30 degrees N and 30 degrees E?
8. What is located at 30 degrees N and 50 degrees E?
9. If you began a trip at New Orleans, Louisiana and travelled 180 degrees West, where you end up?

Homework:

Prepare a rexographed map of the world. Have the students complete the following exercise:

1. Label a directional for the map.
2. Label the four primary directions on the map.
3. Find the United States on the map. Between which longitudes is the United States?
4. If you were located at London, England what meridian would you be standing on?
5. If we began a trip in New York and continuously travelled West, would we continue to be in a West longitude? Why?
6. How many meridians are there on a sphere?

Enrichment:

Greenwich, England is located at the Prime Meridian. This meridian is 0 degrees longitude. For every 15 degrees we move West we gain one hour. If it is noon at Greenwich, what time is it at 15 degrees W? What time is it at 90 degrees W and at 180 degrees? The longitude of 180 degrees is known as the international date line Why do you think it is called this?

TOPIC 98: *Map Skills - Distance*

Aim: How can we show distance on a map?

Performance Objectives: Student will be able to:

. list the four primary directions
. define map scale
. compare the size of a map to the actual size of the place shown
. express distance as an exact ratio
. determine the distance between two places
. assess the value of map scale as a tool for reading maps

Materials:

. MS DOS computer lab
. software: Map Skills - MS DOS Version by NYC Board Of Education
  (An Apple version is also available.)
. wall map of the United States
. homework work sheet

Motivation:

Display a map of the United States. Discuss the following: From our investigation of latitude and longitude we give exact locations. We discussed the direction of movement. However, we could not translate the size of our maps to the actual distance covered on land. From your own experience, how far is it from our school to the Empire State Building?

Development:

1. On a wall map of the United States, have a student identify the four primary directions. Ask the students to locate New York City. Have another student locate Miami, Florida. Ask the class to determine the map distance and the actual distance between New York City and Miami.

2. From the several volunteered responses, determine the average distance between the two cities. Emphasize the range of distances which the class comes up with. Tell the students that the program they are about to use will clarify their understanding of map scale.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "DOS" into drive "A" and turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BASICA" followed by "Enter". Make sure that you type BASICA and not simply BASIC; "Map Skills" will not run in BASIC. When the BASICA menu appears remove the DOS diskette and insert the program diskette into drive A, type in RUN"SSCAI" and press Enter. The program will begin.

4. Instruct the students to press any key until the program instructions appear on the screen. They should press the appropriate key for the type of computer they are using.

5. When the menu appears, instruct the students to press "H" for help. Following the simple instructions they should enter their name and select topic 5 - Scale of Distance. The students will read the brief introduction to the concept of scale.

6. The computer-directed instruction begins with an explanation of scale followed by a series of questions. The students will check their understanding of scale. As they follow this easy-to-use program, they can answer review questions at their own pace. Each answer is immediately checked by the computer.

7. Allow the students a reasonable amount of time to complete the computer directed activity. Suggested time is 10-15 minutes.

Summary:

1. Where is the directional key located on the map?
2. What direction is at the left of the screen?
3. What direction is at the top right hand corner of the screen? How can you prove your answer?
4. What must we use to compare the size of our map to the actual size of the place shown on the map?
5. Where is the scale usually located?
6. What is a ratio?
7. How do we use ratios to determine distances on maps?
8. What are the standard units of measure on maps?
9. On your map, what is the distance between Detroit, Michigan and St. Louis, Missouri? Did you measure by inches or miles?

Homework:

Prepare a rexographed map of the United States. Have the students answer the following questions:

1. Label a directional for the map.
2. Label the four primary directions on the map.
3. Find the city of Miami, Florida. How far is it from Miami to New York City? Which direction would one travel going from Miami to New York City?
4. How many miles is it from Boston, Massachusetts to New York City?
5. If the map that you are now looking at doubled in size, what would happen to the scale of the map?
6. Suppose a scale indicated that one inch equals fifty miles. How many miles would five inches be?

Enrichment:

Suppose you are looking at a map of the world in your textbook. In miles, what is the distance between Kenya and Sri Lanka? What is the distance between Iceland and Alaska? Do you see any problems with translating from inches to miles on a world map? Hint: Perhaps if the world were flat, we would not encounter this difficulty.

TOPIC 99: *Map Skills - Geographic Features*

Aim: How can we show geographic features on a map?

Performance Objectives: Students will be able to:

- identify the purpose of a map legend
- recall geographic features of a map legend
- compare man-made and natural features of land
- locate various geographic features on a map
- assess the value of map keys and legends explaining terrain

Materials:

- MS DOS computer lab
- software: Map Skills - MS DOS Version by NYC Board Of Education (An Apple version is also available.)
- one large wall map of New York City
- homework worksheet

Motivation:

With a large wall map of New York City displayed, present the following problem to the class:
Can we tell the type of land and how the land is used from the map in front of us? For example, can we distinguish between the different modes of transportation in the city? Can we trace subway routes as well as highways by using the wall map?

Development:

1. On a wall map of the city, have a student identify the four primary directions. Ask a student to identify the four intermediate directions. Have the students point to a major subway route and tell the class which street the subway runs below by using the maps symbols.

2. Ask the students if their suggested subway routes are correct. After several subway routes have been traced, turn to physical features of New York City. Ask the students to locate a lake in New York City. Tell the students that the program they are about to use will clarify their knowledge of geographic features as shown on maps.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "DOS" into drive "A" and turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BASICA" followed by "Enter". Make sure that you type BASICA and not simply BASIC; "Map Skills" will not run in BASIC. When the BASICA menu appears remove the DOS diskette and insert the program diskette into drive A, type in RUN"SSCAI" and press Enter. The program will begin.

4. Instruct the students to press any key until the program instructions appear on the screen. They should press the appropriate key for the type of computer they are using.

5. When the menu appears, instruct the students to press "H" for help. Following the simple instructions they should enter their name and select topic 6 - Maps and Legends. The students will read the brief introduction to maps and legends.

6. The computer-directed instruction begins with a series of diagrams containing the basics of map keys. The students will check their understanding of map keys and legends. As they follow this easy-to-use program, they can answer review questions at their own pace. Each answer is immediately checked by the computer.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 5-10 minutes.

Summary:

1. What does a map key tell us?
2. What is the importance of the map key?
3. What natural physical features are shown on a map legend?
4. Does the map key show man-made features also?
5. On the map of New York City, what man-made features are explained by the map legend?
6. What can we say about land use in New York City from the information contained on the map?
7. List three parks and give their locations.
8. Find three cemeteries and give their locations.

Homework:

Prepare a rexographed map of a hypothetical area. The map should contain several natural and man-made features. Have the students complete the following exercise:

1. Label a directional for the map.
2. Label the four primary directions on the map.
3. Find the mountains on the map. Label the mountains.
4. Find the lake on the map. Label the lake.
5. Find the city on the map. Label the city.
6. Traveling by railroad, how far is the city from the airport?
7. Find the church. Can you say for certain if there is a cemetery next to the church? Why?

Enrichment:

From a map of New York City, find three major bridges. Which bodies of water do they span? Find three tunnels. Which bodies of water do they cross? After studying the map of New York City, could you propose an area of the city for a new major sports complex? Defend your choice.

TOPIC 100: *Map Skills - Land Masses and Bodies of Water*

Aim: How can we portray types of land masses and bodies of water on a map?

Performance Objectives: Students will be able to:

- state 7 terms used to describe land masses
- state 7 terms used to describe bodies of water
- compare land masses to bodies of water
- demonstrate differences among land masses and bodies of water
- classify types of bodies of water
- classify types of bodies of land
- assess the use of maps for understanding world events

Materials:

- MS DOS computer lab
- software: Map Skills - MS DOS Version by NYC Board Of Education (An Apple version is also available.)
- one large wall map of the world
- homework worksheet

Motivation:

Place a mock headline on the chalkboard, "United States Navy Warships to Patrol the Persian Gulf." Then ask: "If you were navigator of a United States Navy patrol ship going to the Persian Gulf, how would you use maps to find the route there?"

Development:

1. On a wall map of the world have a student identify the seven continents. Ask a student to identify the four oceans. Have the students determine what oceans and continents have in common.

2. Ask the students if there are other ways to describe land masses and bodies of water? Compare various geographical features found on maps. Ask the students to locate the Persian Gulf and the Strait of Hormuz. Ask the students to relate the mock headline to that volatile area of the world. Tell the students that the program they are about to use will clarify their knowledge of geographic features as shown on maps.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "DOS" into drive "A" and turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BASICA" followed by "Enter". Make sure that you type BASICA and not simply BASIC; "Map Skills" will not run in BASIC. When the BASICA menu appears remove the DOS diskette and insert the program diskette into drive A, type in RUN"SSCAI" and press Enter. The program will begin.

4. Instruct the students to press any key until the program instructions appear on the screen. They should press the appropriate key for the type of computer they are using.

5. When the menu appears, instruct the students to press "H" for help. Following the simple instructions they should enter their name and select topic 7 - Bodies of Land and Water. The students will read the brief introduction to land bodies and water.

6. The computer-directed instruction begins with a listing of terms to describe land masses and bodies of water. The students will check their understanding of land masses and bodies of water. As they follow this easy-to-use program, they can answer review questions at their own pace. Each answer is immediately checked by the computer.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes.

Summary:

1. What is a continent?
2. How many continents are there?
3. How can we distinguish between a continent and an island?
4. How are mountains shown on a map?
5. Name three major mountain ranges.
6. Find the coastline of the United States. What bodies of water are on the the coastline?
7. What are isthmuses? Are they important?
8. Find three straits. What do straits separate?

Homework:

Prepare a rexographed map of the world. Have the students complete the following exercise:

1. Label the seven continents.
2. Label at least four major oceans.
3. What separates North and South America?
4. What separates Africa and Asia?
5. Circle the Nile and Mississippi deltas.
6. Locate the Persian Gulf. Which two nations have been at war which are near the Persian Gulf?
7. What is the importance of the Persian Gulf War to the United States?

Enrichment:

International law dictates that each nation may claim 100 miles of water off of its coastline as territory. There are many straits in which just a few miles of water separate nations. Suppose the nations of Indonesia and Malaysia both claimed the Strait of Malacca as their own territory. How could this dispute be settled?

TOPIC 101: *Map Skills - Population*

Aim: How can maps help us in understanding population shifts?

Performance Objectives: Students will be able to:

- recall the term population density
- state what information a population map tells
- compare areas with increases and decreases in population
- demonstrate differences in at least two regions' populations
- list problems which population maps are designed to solve
- assess the use of population maps for indicating where people reside

Materials:

- MS DOS computer lab
- software: Map Skills - MS DOS Version by NYC Board Of Education (An Apple version is also available.)
- one large wall map of the United States
- homework worksheet

Motivation:

The teacher asks the class:
Your family wants to move to another section of the United States. You want to know if a region is gaining in population. How can you tell which regions are gaining and which regions are losing population?

Development:

1. On a wall map of the United States have a student identify states with large populations. Ask the students if they would like to live in any of the high density-population regions.

2. Perhaps some students would prefer to live in sparsely-populated areas. Ask the students to identify regions of the country with low populations. Ask the students to make predictions about which areas of the country might gain population in the coming years. Ask the students why Florida is a fast-growing state. Tell the students that the program they are about to use will clarify their knowledge of population density as shown on maps.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "DOS" into drive "A" and turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BASICA" followed by "Enter". Make sure that you type BASICA and not simply BASIC; "Map Skills" will not run in BASIC. When the BASICA menu appears remove the DOS diskette and insert the program diskette into drive A, type in RUN"SSCAI" and press Enter. The program will begin.

4. Instruct the students to press any key until the program instructions appear on the screen. They should press the appropriate key for the type of computer they are using.

5. When the menu appears, instruct the students to press "H" for help. Following the simple instructions they should enter their name and select topic 8 - Population Maps. The students will read the brief introduction to population maps.

6. The computer-directed instruction begins with an introduction to population maps. The students will learn where the population centers are and by how much populations are shifting. The students will check their understanding of population changes. As they follow this easy-to-use program, they can answer review questions at their own pace. Each answer is immediately checked by the computer.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes.

Summary:

1. What is a population map?
2. What information is contained on a population map?
3. How can we distinguish among regions that have changing populations?
4. What does a population map measure?
5. Which questions may be answered by population maps?
6. Is the Northeast, where New York is located, gaining in population? Clarify.
7. Which region of the United States is gaining population at the fastest rate?
8. Why are people moving to that region?

Homework:

Prepare a rexographed map of the United States. Have the students complete the following exercise:

1. Label the four primary directions.
2. Label four intermediate directions.
3. What areas have been gaining population?
4. Why might some people want to move to the Southwest?
5. Why might some people want to move to the Southeast?
6. Locate a region that has had little population increase lately. Why is this area lagging behind in population growth?

Enrichment:

What evidence can you cite to illustrate the argument that climate is a major factor in determining where people live? Where would you find this evidence? What evidence could you cite that disputes the initial finding?

TOPIC 102: *Map Skills - Terrains*

Aim: How can we show different terrains on a map?

Performance Objectives: Students will be able to:

- define terrain
- state five examples of terrain
- compare various kinds of terrain
- make use of a map legend to read symbols of terrains
- assess the value of physical maps to show the textures of land

Materials:

- MS DOS computer lab
- software: Map Skills - MS DOS Version by NYC Board Of Education (An Apple version is also available.)
- one large wall map of the United States
- homework worksheet

Motivation:

The teacher asks the class:
Your family is planning a vacation. It is decided that the best means of transportation is the family car. The car is not a new one. It does not climb mountains well. How can you tell which regions of the country you must avoid?

Development:

1. On a wall map of the United States have a student identify states which are mountainous. Ask the students if they would like to live in any of the high mountains.

2. Perhaps some students would prefer to live in a desert. Ask the students to identify regions of the country where a desert is located. Ask the students to select a region of the nation where they would like to vacation. Ask the students to describe the terrain of that region. Tell the students that the program they are about to use will clarify their knowledge of terrain as shown on physical maps.

3. Remind the students of the correct method for handling diskettes and tell them to insert the diskette labeled "DOS" into drive "A" and turn on the monitors and computer power. After the computer is turned on the students should press "Enter" twice. At the DOS prompt A> the students should type "BASICA" followed by "Enter". Make sure that you type BASICA and not simply BASIC; "Map Skills" will not run in BASIC. When the BASICA menu appears remove the DOS diskette and insert the program diskette into drive A, type in RUN"SSCAI" and press Enter. The program will begin.

4. Instruct the students to press any key until the program instructions appear on the screen. They should press the appropriate key for the type of computer they are using.

5. When the menu appears, instruct the students to press "H" for help. Following the simple instructions they should enter their names and select topic 9 - Physical Maps. The students will read the brief introduction to physical maps.

6. The computer-directed instruction begins with an introduction to physical maps. The students will learn to make use of the map legend in helping them locate different terrains. The students will check their understanding of physical maps. As they follow this easy-to-use program, they can answer review questions at their own pace. Each answer is immediately checked by the computer.

7. Allow the students a reasonable amount of time to complete the computer-directed activity. Suggested time is 10-15 minutes.

Summary:

1. What is a physical map?
2. What information is contained on a physical map?
3. How can we distinguish among regions that have differing terrains?
4. What does a legend tell us on a population map?
5. Which questions may be answered by physical maps?
6. What kind of terrain is in the northeast, where New York is located?
7. What are plains? Where are the plains of the United States located?
8. Do you think there is a relation between terrain and population density? Explain.

Homework:

Prepare a rexographed map of the United States. Have the students complete the following exercise:

1. Label the four primary directions.
2. Label four intermediate directions.
3. Which states have the highest mountains?
4. Which states have the largest deserts?
5. Where are the largest forests located? What industry do think would be in a forest area?
6. What industries might you expect to find in the mountain areas of the United States?
7. Write a paragraph describing the terrain of the United States.

Enrichment:

Find the following information:

1. In which state is the highest mountain in the United States?
2. In which state is the lowest altitude in the nation? Hint: It is in a desert.
3. Name two mountain ranges in New York State.

TOPIC 103: *Map Skills - Geography of the States - I*

Aim: How well do we know the states?

Performance Objectives: Student will be able to:

- identify states' names and basic shapes
- understand and spell names of states
- create own map and geographical locale
- test with reasonable accuracy, knowledge gained and to recall most, if not all, 50 states

Materials:

- hardware: MS DOS computer
- software: Across the U.S.A. by Stone and Associates
- notebook for U.S. geography
- Geographical map of the U.S. without states' names, but with state boundaries

Motivation:

In a game-show style, present a fact about the 50 states and ask a student to counter you in a question form.
Example:
A. The only eastern state that borders Canada but not the Atlantic ocean.
answer: What is Vermont? or
B. Was considered the biggest state in the union until 1958.
answer: What is Texas?

Development:

1. Present motivation. Turn power on, and insert the DOS diskette into drive A. Press Enter key twice. When an A> appears, remove the DOS diskette insert program disk and type Autoexec. Program will begin.

2. From the main menu, select #1 - Name of States. Choose random or alphabetical order.

3. A few choices are available: sound y or n, upper case, lower case, outline y or n. If you choose outline, name and shape of state is identified for you, an 'n' for outline gives no identification. First time users may prefer outline form.

4. Pass out your blank U.S.A. geographical map with state boundaries. Have students write in states' names, noting shapes, for future reference. If possible, have two students to each console, one to do states' identification and the other to fill map in. This lesson is best for independent class laboratory work with teacher there for assistance.

5. Allow 40 minutes for the entire lesson, the remainder of the time to be spent on disk collection, summary and homework assignment.

Summary:

1. Review states covered and general location
2. Review Canadian border states
3. Review Mexican border states
   What states are highly influenced by Spain and Spanish culture? Why? What evidence?

Homework:

Finish filling in the map of U.S.A., complete with large bodies of water. An appropriate text or atlas may be assigned to complete map. Suggest that colors be used to highlight names of states.

Enrichment:

Report on why certain geographical areas were strongest in influence from Oriental and/or European immigrants. What overall changes were made as a result of these states being targets for the arrival of different ethnic groups?

TOPIC 104: *Map Skills - Geography of the States - II*

Aim: What are all the capitals of the states?

Performance Objectives: Students will be able to:

- recognize states by shapes and locale
- draw accurately a map showing states of the United States
- identify capital cities of the states of the union
- identify the area where each state is located
- understand factors causing people to move West
- identify specific areas of population growth in the West

Materials:

- hardware: MS DOS computer
- software: State and Traits by Designware
- blank map of the United States for identification (included)

Motivation:

Pass out a geographical map of the U.S.A. with borders but no names. Ask class to find Florida. Easy! Where is Texas? Not so easy! Where are Montana, Idaho, Colorado? Very difficult! We will now fill out the rest!

Note: Have students pay close attention to computer screens. The program outlines the areas found on the blank map before them.

Development:

1. Introduce the motivation. Turn the power on. Insert the program disk into drive A, and press ALT, DEL, and CTRL at the same time to activate the computer. When the main menu appears, choose easy/hard, depending on class ability. The choices available will be displayed.

2. For the first-timer class, select states' names with state borders. Shape appears in upper left. Have students identify shape, state's name, and locate on both the computer map and the paper map before them. Ask students for answers. If student is uncertain, assist.

3. This lesson is best suited for 1-2 students per console. Team work is encouraged (one identifies, one writes down identified area on map). Half-way through, the team can switch jobs.

4. As soon as all 50 states are identified, press the ESC key and return to the main menu. Press I, K, M, J, keys to move arrow (>), move arrow to States' Capitals.

5. Then repeat the process, this time identifying the states' capitals. See if the class can recognize the state before locating it on the map.
   Example: I. Albany, state capital of?
   II. find New York on the computer map
   III. find it on the blank map
   IV. use a star for location within state's area.

6. Two class periods should be devoted to the lesson. If this is not feasible, allow a full 40 minutes. Use the remainder of the time for disk collection, summary and homework assignment.

Summary:

Have a large U.S. map hanging in front of the room. Point to various state areas and ask the class to name the state and capital city.

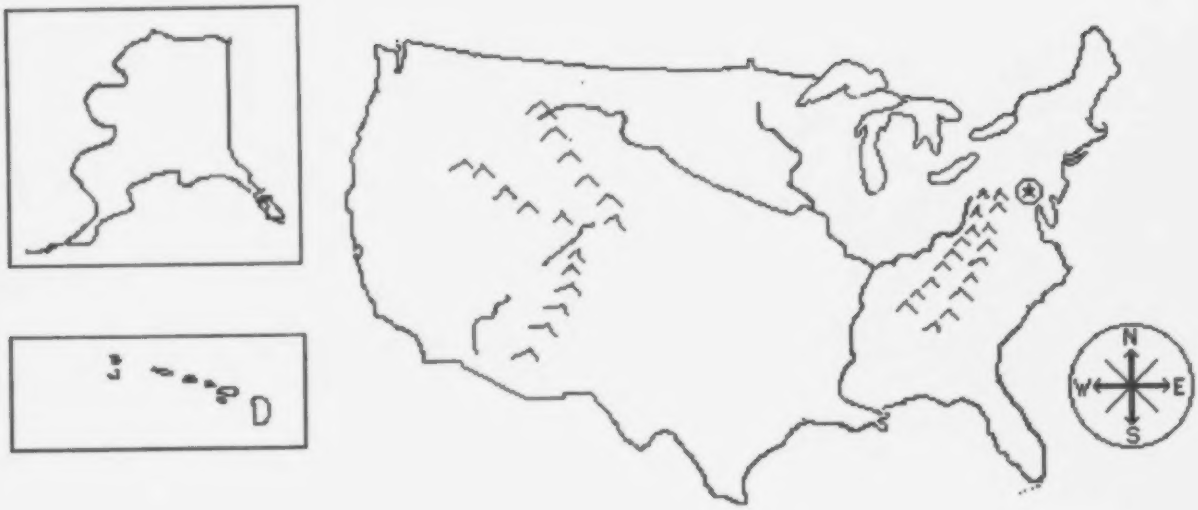
Homework:

With appropriate text/atlas assigned, have students finish map, label large waterways, oceans, gulfs, Canada, Mexico and outlying regions.

Enrichment:

1. Further computer lab time with same diskette. Other programs offer further work on same area.
2. Use a lab pack for games and IBM printer for game of U.S.A. capitals and states. (by Designware - see instruction booklet)

WORKSHEET - Topic 104



APPENDICES

I - The Constitution of the United States of America

PREAMBLE

We the people of the United States, in order to form a more perfect Union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

ARTICLE I

Section One
Legislative Power

All legislative powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section Two
House of Representatives, How Constituted Power of Impeachment

1. The House of Representatives shall be composed of members chosen every second year by the people of the several states, and the electors each state shall have the qualifications requisite for electors of the most numerous branch of the state legislature.

2. No person shall be a Representative who shall not have attained to the age of twenty-five years, and been seven years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state in which he shall be chosen.

3. [Representatives and direct taxes shall be apportioned among the several states which may be included within his Union, according to the irrespective numbers, which shall be determined by adding to the whole number of free persons, including those bound to service for a term of years, and excluding Indians not taxed, three fifths of all other persons.]* The actual enumeration shall be made within three years after the first meeting of the Congress of the United States, and within every subsequent term of ten years, in such manner as they shall by law direct. The number of Representatives shall not exceed one for every thirty thousand, but each state shall have at least one Representative; and until such enumeration shall be made, the state of New Hampshire shall be entitled to choose three, Massachusetts eight, Rhode Island and Providence Plantations one, Connecticut five, New York six, New Jersey four, Pennsylvania eight, Delaware one, Maryland six, Virginia ten, North Carolina five, South Carolina five, and Georgia three.

4. When vacancies happen in the representation from any state, the executive authority thereof shall issue writs of election to fill such vacancies.

5. The House of Representatives shall choose their speaker and other officers; and shall have the sole power of impeachment.

Section Three
The Senate, How Constituted

1. [The Senate of the United States shall be composed of two Senators from each state, chosen by the legislature thereof, for six years; and each Senator shall have one vote.]

* This is the original text, portions affected by amendments are indicated by brackets.

2. Immediately after they shall be assembled in consequence of the first election, they shall be divided as equally as may be into three classes. The seats of the Senators of the first class shall be vacated at the expiration of the second year, of the second class at the expiration of the fourth year, and of the third class at the expiration of the sixth year, so that one third may be chosen every second year; and if vacancies happen by resignation, or otherwise, during the recess of the legislature of any state, the executive thereof may make temporary appointments [until the next meeting of the legislature, which shall then fill such vacancies]

3. No person shall be a Senator who shall not have attained to the age of thirty years, and been nine years a citizen of the United States, and who shall not, when elected, be an inhabitant of that state for which he shall be chosen.

4. The Vice-President of the United States shall be president of the Senate, but shall have no vote unless they be equally divided.

5. The Senate shall choose their other officers, and also a president pro tempore, in the absence of the Vice-President, or when he shall exercise the office of President of the United States.

6. The Senate shall have the sole power to try all impeachments. When sitting for that purpose, they shall be on oath or affirmation. When the President of the United States is tried, the Chief Justice shall preside; and no person shall be convicted without the concurrence of two-thirds of the members present.

7. Judgment in cases of impeachment shall not extend further than to removal from office, and disqualification to hold and enjoy any office of honor, trust, or profit under the United States; but the party convicted shall nevertheless be liable and subject to indictment, trial, judgment, and punishment, according to law.

Section Four
Election of Senators and Representatives

1. The times, places, and manner of holding elections for Senators and Representatives shall be prescribed in each state by the legislature thereof but the Congress may at any time by law make or alter such regulations except as to the place of choosing Senators.

2. [The Congress shall assemble at least once in every year, and such meeting shall be on the first Monday in December, unless they shall by law appoint a different day.]

Section Five
Powers, Quorum, Journals, Meetings, Adjournments

1. Each House shall be the judge of the elections, returns, and qualifications of its own members, and a majority of each shall institute a quorum to do business; but a smaller number may adjourn from day to day, and may be authorized to compel the attendance of absent members, in such manner, and under such penalties as each House may provide.

2. Each House may determine the rules of its proceedings, punish its members for disorderly behavior, and, with the concurrence of two-thirds, expel a member.

3. Each House shall keep a journal of its proceedings, and from time to time publish the same, excepting such parts as may in their judgment require secrecy; and the yeas and nays of the members of either House on any question shall, at the desire of one-fifth of those present, be entered on the journal.

4. Neither House, during the session of Congress, shall, without the consent of the other, adjourn for more than three days, nor to any other place than that in which the two Houses shall be sitting.

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Section Six
Compensations, Privileges, Disabilities

1. The Senators and Representatives shall receive a compensation for their services to be ascertained by law, and paid out of the Treasury of the United States. They shall in all cases, except treason, felony and breach of the peace, be privileged from arrest during their attendance at the session of their respective Houses, and in going to and returning from the same; and for by speech or debate in either House, they shall not be questioned in any other place.

2. No Senator or Representative shall, during the time for which he was elected, be appointed to any civil office under the authority of the United States, which shall have been created, or the emoluments whereof shall have been increased during such time; and no person holding any office under the United States shall be a member of either House during his continuance in office.

Section Seven
Procedure in Passing Bills, Orders, and Resolutions

1. All bills for raising revenue shall originate in the House of Representatives: but the Senate may propose or concur with amendments as on other bills.

2. Every bill which shall have passed the House of Representatives and the Senate,shall before it become a law, be presented to the President of the United States; if he approve he shall sign it, but if not he shall return it, with his objections,to that House in which it shall have originated, who shall enter the objections at large on their journal, and proceed to reconsider it. If after such reconsideration two-thirds of that House shall agree to pass the bill, it shall be sent, together with the objections, to the other House, by which it shall likewise be reconsidered, and if approved by two-thirds of that House, it shall become a law. But in all such cases the votes of both Houses shall be determined by yeas and nays, and the names of the persons voting for and against the bill shall be entered on the journal of each House respectively. If any bill shall not be returned by the President within ten days (Sundays excepted) after it shall have been presented to him, the same shall be a law, in like manner as if he had signed it, unless the Congress by their adjournment prevent its return, in which case it shall not be a law.

3. Every order, resolution, or vote to which the concurrence of the Senate and House of Representatives may be necessary (except on a question of adjournment shall be presented to the President of the United States; and before the same shall take effect, shall be approved by him, or being disapproved by him shall be repassed by two-thirds of the Senate and House of Representatives, according to the rules and limitations prescribed in the case of a bill.

Section Eight
Powers of Congress

The Congress shall have power:

1. To lay and collect taxes, duties, imposts and excises, to pay the debts and provide for the common defense and general welfare of the United States; but all duties, imposts and excises shall be uniform throughout the United States;

2. To borrow money on the credit of the United States;

3. To regulate commerce with foreign nations, and among the several States, and with the Indian tribes;

4. To establish an uniform rule of naturalization, and uniform laws on the subject of bankruptcies throughout the United States;

5. To coin money, regulate the value thereof, and of foreign coin, and fix the standard of weights and measures;

6. To provide for the punishment of counterfeiting the securities and current coin of the United States;

7. To establish post offices and post roads;

8. To promote the progress of science and useful arts, by securing for limited time to authors and inventors the exclusive right to the irrespective writings and discoveries;

9. To constitute tribunals inferior to the Supreme Court;

10. To define and punish piracies and felonies committed on the high seas, and offenses against the law of nations;

11. To declare war, grant letters of marque and reprisal, and make rules concerning captures on land and water;

12. To raise and support armies, but no appropriation of money to that use shall be for a longer term than two years;

13. To provide and maintain a navy;

14. To make rules for the government and regulation of the land and naval forces;

15. To provide for calling forth the militia to execute the laws of the Union, suppress insurrections and repel invasions;

16. To provide for organizing, arming and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, reserving to the states respectively, the appointment of the officers, and the authority of training the militia according to the discipline prescribed by Congress;

17. To exercise exclusive legislation in all cases whatsoever, over such district (not exceeding ten miles square) as may, by session of particular states, and the acceptance of Congress, become the seat of the government of the United States, and to exercise like authority over all places purchased by the consent of the legislature of the state in which the same shall be, for the erection of forts, magazines, arsenals, dockyards, and other needed buildings;- and

18. To make all laws which shall be necessary and proper for carrying into execution the foregoing powers, and all other powers vested by this Constitution in the Government of the United States, or in any department or officer thereof.

Section Nine

Limitations upon Powers of Congress

1. The migration or importation of such persons as any of the states now existing shall think proper to admit, shall not be prohibited by the Congress prior to the year one thousand eight hundred and eight, but a tax or duty may be imposed on such importation, not exceeding ten dollars for each person.

2. The privilege of the writ of habeas corpus shall not be suspended, unless when in cases of rebellion or invasion the public safety may require it.

3. No bill of attainder or ex post facto law shall be passed.

4. No capitation, or other direct, tax shall be laid, unless in proportion to the census or enumeration herein before directed to be taken.

5. No tax or duty shall be laid on articles exported from any state.

6. No preference shall be given by any regulation of commerce or revenue to the ports of one state over those of another; nor shall vessels bound to, or from one state, be obliged to enter clear, or pay duties of another.

7. No money shall be drawn from the treasury but in consequence of appropriations made by law and a regular statement and amount of the receipts and expenditures of all public money shall be published from time to time.

8. No title of nobility shall be granted by the United States: And no person holding any office of profit or trust under them shall, without the consent of the Congress, adopt of any present, emolument, office, or title, of any kind whatever from any king, prince, or foreign state.

Section Ten
Restrictions upon Powers of States

1. No state shall enter into a treaty, alliance, or confederation; grant letters of marque and reprisal; coin money; grant letters of credit; make any thing but gold and silver coin a tender in payment of debts; pass any bill of attainder, ex post facto law, or law impairing the obligation of contracts, or grant any title of nobility.

2. No state shall without the consent of the Congress, lay any imposts or duties on imports or exports, except what may be absolutely necessary for executing its inspection laws; and the net produce of all duties and imposts, laid by any state on imports or exports, shall be for the use of the treasury of the United States; and all such laws shall be subject to the revision and control of the Congress.

3. No state shall, without the consent of Congress, lay any duty of tonnage, keep troops, or ships of war in time of peace, enter into any agreement or compact with another state or with a foreign power, or engage in war, unless actually invaded, or in such imminent danger as will not admit of delay.

ARTICLE II

Section One
Executive Powers, Electors, Qualifications of the President

1. The executive power shall be vested in a President of the United States of America. He shall hold his office during the term of four years, and, together with the Vice-President, chosen for the same term be elected, as follows:

2. Each state shall appoint, in such manner as the legislature therefore may direct, a number of electors equal to the whole number of Senators and Representatives to which the state may be entitled in the Congress; but no Senator or Representative, or person holding an office of trust or profit under the United States, shall be appointed an elector.

3. The Electors shall meet in their respective states, and vote by ballot for two persons, of whom one at least shall not be an inhabitant of the same state with themselves. And they shall make a list of all the persons voted for, and of the number of votes for each; which list they shall sign and certify and transmit sealed to the seat of the Government of the United States, directed to the President of the Senate. The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates, and the votes shall then be counted. The person having the greatest number of votes shall be the President, if such number be a majority of the whole number of electors appointed; and if there be more than one who have such majority and have an equal number of votes, then the House of Representatives shall immediately choose by ballot one of them for President; and if no person have a majority, then from the five highest on the list the said House shall in like manner choose the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. In every case, after the choice of the President, the person having the greatest number of votes of the electors shall be the Vice-President. But if there should remain two or more who have equal votes, the Senate shall choose from them by ballot the Vice-President.]

4. The Congress may determine the time of choosing the electors, and the day on which they shall give their votes; which day shall be the same throughout the United States.

5. No person except a natural born citizen, or a citizen of the United States, at the time of the adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that office who shall not have attained to the age of thirty-five years, and been fourteen years a resident within the United States.

6. [In case of the removal of the President from office, or of his death, resignation, or inability to discharge the powers and duties of the said office, the same shall devolve on the Vice-President, and the Congress may by law provide for the case of removal, death, resignation or inability, both of the President and Vice-President, declaring what officer shall then act as President, and such officer shall act accordingly, until the disability be removed, or a President shall be elected.]

7. The President shall, at stated times, receive for his services, a compensation, which shall neither be increased nor diminished during the period for which he shall have been elected, and he shall not receive within that period any other emolument from the United States,or any of them.

8. Before he enter the execution of this office, he shall take the following oath or affirmation:

"I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect and defend the Constitution of the United States."

Section Two
Powers and Duties of the President

1. The President shall be Commander in Chief of the army and navy of the United States, and of the militia of the several states, when called into the actual service of the United States; he may require the opinion, in writing, of the principal officer in each of the executive departments, upon any subject relating to the duties of their respective offices and he shall have power to grant reprieves and pardons for offenses against the United States, except in cases of impeachment.

2. He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States, whose appointments are not herein otherwise provided for, and which shall be established by law; but the Congress may by law vest the appointment of such inferior officers, as they think proper, in the President alone, in the courts of law, or in the heads of departments.

3. The President shall have power to fill up all vacancies that may happen during the recess of the Senate, by granting commissions which shall expire at the end of their next session.

Section Three
Powers and Duties of the President

He shall from time to time give to the Congress information of the state of the Union, and recommend to their consideration such measures as he shall judge necessary and expedient; he may, on extraordinary occasions, convene both Houses, or either of them, and in case of disagreement between them, with respect to the time of adjournment, he may adjourn them to such time as he shall think proper; he shall receive ambassadors and other public ministers; he shall take care that the laws be faithfully executed, and shall commission all the officers of the United States.

Section Four
Forfeiture of Offices for Crimes

The President, Vice-President and all civil officers of the United States, shall be removed from office on impeachment for, and conviction of treason, bribery, or other high crimes and misdemeanors.

ARTICLE III

Section One
Judicial Powers, Tenure of Office

The judicial power of the United States, shall be vested in one Supreme Court, and in such inferior courts as the Congress may from time to time ordain and establish. The judges, both of the Supreme and inferior courts, shall hold their offices during good behavior, and shall, at stated times, receive for their services a compensation, which shall not be diminished during their continuance in office.

Section Two
Cases to Which Judicial Power Extends

1. The judicial power shall extend to all cases, in law and equity, arising under this Constitution, the laws of the United States, and treaties made, or which shall be made, under their authority to all cases affecting ambassadors, other public ministers and consuls; to all cases of admiralty and maritime jurisdiction; to controversies to which the United States shall be a party; to controversies between two or more states; between a state and citizens of another state; between citizens of different states; between citizens of the same state claiming lands under grants of different states, and [between a state, or the citizens thereof and foreign states, citizens or subjects.]

2. In all cases affecting ambassadors, other public ministers and consuls, and those in which a state shall be party, the Supreme Court shall have original jurisdiction. In all the other cases before mentioned, the Supreme Court shall have appellate jurisdiction, both as to law and fact, with such exceptions, and under such regulations as the Congress shall make.

3. The trial of all crimes, except in cases of impeachment, shall be by the jury; and such trial shall be held in the state where the said crimes shall have been committed; but when not committed within any state, the trial shall be at such place or places as the Congress may by law have directed.

Section Three
Treason, Proof, and Punishment

1. Treason against the United States, shall consist only in levying war against them, or in adhering to their enemies, giving them aid and comfort. No person shall be convicted of treason unless on the testimony of two witnesses to the same overt act, or on confession in open court.

2. The Congress shall have power to declare the punishment of treason, but no attainder of treason shall work corruption of blood or forfeiture except during the life of the person attainted.

ARTICLE IV

Section One
Faith and Credit Among States

Full faith and credit shall be given in each state to the public acts, records, and judicial proceedings of every other state. And the Congress may by general laws prescribe the manner in which such acts, records and proceedings shall be proved, and the effect thereof.

Section Two
Surrender of Fugitives

1. The citizen of each state shall be entitled to all privileges and immunities of citizens in the several states.

2. A person charged in any state with treason, felony, or other crime, who shall flee from justice, and be found in another state, shall on demand of the executive authority of the state, from which he fled, be delivered up, to be removed to the state having jurisdiction of the crime.

3. [No Person held to service or labor in one state, under the laws thereof, escaping into another, shall,in consequence of any law or regulation therein, be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due.]

Section Three
Admission of New States

1. New states may be admitted by the Congress into this Union, but no new state shall be formed or erected within the jurisdiction of any other state; nor any state be formed by the junction of two or more states, or parts of states, without the consent of the legislatures of the states concerned as well as of the Congress.

2. The Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States, and nothing in this Constitution shall be so construed as to prejudice any claims of the United States, or of any particular state.

Section Four
Guarantee of Republican Government

The United States shall guarantee to every state in this Union a republican form of government, and shall protect each of them against invasion; and on application of the legislature, or of the executive (when the legislature cannot be convened) against domestic violence.

ARTICLE VI

Amendment of the Constitution

The Congress, whenever two-thirds of both Houses shall deem it necessary, shall propose amendments to this Constitution, or, on the application of the legislatures of two-thirds of the several states, shall call a convention for proposing amendments, which, in either case, shall be valid to all intents and purposes, as part of this Constitution, when ratified by the legislatures of three-fourths of the several states, or by conventions in three-fourths thereof, as the one or the other mode of ratification may be proposed by the Congress; provided that no amendment which may be made prior to the year one thousand eight hundred and eight shall in any manner affect the first and fourth clauses in the ninth section of the first article; and that no state, without its consent, shall be deprived of its equal suffrage in the Senate.

ARTICLE VI

Miscellaneous Provisions

1. All debts contracted and engagements entered into, before the adoption of this Constitution, shall be as valid against the United States under this Constitution, as under the Confederation.

2. This Constitution, and the laws of the United States which shall be made in pursuance thereof; and all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land; and the judges in every state shall be bound thereby, anything in the Constitution or laws of any state to the contrary notwithstanding.

3. The Senators and Representatives before mentioned, and the members of the several state legislatures, and all executive and judicial officers, both of the United States and of the several states, shall be bound by oath or affirmation, to support this Constitution; but no religious test shall ever be required as a qualification to any office or public trust under the United States.

ARTICLE VII

Ratification and Establishment

The ratification of the conventions of nine states, shall be sufficient for the establishment of this Constitution between the states so ratifying the same.

Done in Convention, by the unanimous consent of the States present, the seventeenth day of September, in the year of our Lord one thousand seven hundred and eighty-seven, and of the independence of the United States of America the twelfth. In witness whereof we have hereunto subscribed our names.

George Washington, President, and Deputy from Virginia.

Signers of the Constitution

New Hampshire
John Langdon
Nicholas Gilman

Massachusetts
Nathaniel Gorman
Rufus King

Connecticut
William Samuel Johnson
Roger Sherman

New York
Alexander Hamilton

New Jersey
William Livingston
David Brearley
William Paterson
Jonathan Dayton

Pennsylvania
Benjamin Franklin
Thomas Mifflin
Robert Morris
George Clymer
Thomas Fitzsimons
Jared Ingersoll
James Wilson
Gouverneur Morris

Delaware
George Read
Gunning Bedford, Jr.
John Dickinson
Richard Bassett
Jacob Broom

Maryland
James McHenry
Daniel of St. Tho. Jenifer
Daniel Carrol

Virginia
John Blair
James Madison, Junior

North Carolina
William Blount
Richard Dodds Spaight
Hugh Williamson

South Carolina
John Rutledge
Charles Cotesworth Pinckney
Charles Pinckney
Pierce Butler

Georgia
William Few
Abraham Baldwin

Attest: William Jackson,
Secretary

II - Amendments to the Constitution

Since 1787, twenty-six amendments have been proposed by the Congress and ratified by the several states, pursuant to the fifth Article of the original Constitution.

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances. (Ratified December, 1791.)

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed. (Ratified December,1791.)

Amendment III

No Soldier shall, in time of peace be quartered in any house without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law. (Ratified December, 1791.)

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized. (Ratified December, 1791.)

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation. (Ratified December, 1791.)

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense. (Ratified December, 1791.)

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law. (Ratified December, 1791.)

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflected. (Ratified December, 1791.)

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people. (Ratified December, 1791.)

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people. (Ratified December, 1791.)

Amendment XI

The Judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by Citizens of another State, or by Citizens or Subjects of any Foreign State. (Ratified February 1795.)

Amendment XII

The Electors shall meet in their respective states, and vote by ballot for President and Vice-President, one of whom, at least, shall not be an inhabitant of the same state with themselves; they shall name in their ballots the person voted for as President, and in distinct ballots the person voted for as Vice-President, and they shall make distinct lists of all persons voted for as President, and of all persons voted for as Vice-President, and of the number of votes for each, which lists they shall sign and certify, and transmit sealed to the seat of the government of the United States, directed to the President of the Senate;--The President of the Senate shall, in the presence of the Senate and House of Representatives, open all the certificates and the votes shall then be counted;--The person having the greatest number of votes for President, shall be the President, if such number be a majority of the whole number of Electors appointed; and if no person have such majority, then from the persons having the highest numbers not exceeding three on the list of those voted for as President, the House of Representatives shall choose immediately by ballot, the President. But in choosing the President, the votes shall be taken by states, the representation from each state having one vote; a quorum for this purpose shall consist of a member or members from two-thirds of the states, and a majority of all the states shall be necessary to a choice. [And if the House of Representatives shall not choose a President whenever the right of choice shall devolve upon them, before the fourth day of March next following, then the Vice-President shall act as President, as in the case of the death or other constitutional disability of the President.] The person having the greatest number of votes as Vice-President, shall be the Vice-President, if such number be a majority of the whole number of Electors appointed, and if no person have a majority, then from the two highest numbers on the list, the Senate shall choose the Vice-

President; a quorum for the purpose shall consist of two-thirds of the whole number of Senators, and a majority of the whole number shall be necessary to a choice. But no person constitutionally ineligible to the office of President shall be eligible to that of Vice-President of the United States. (Ratified June, 1814.)

Amendment XIII

Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2. Congress shall have power to enforce this article by appropriate legislation. (Ratified December,1865.)

Amendment XIV

Section 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law nor deny to any person within its jurisdiction the equal protection of the laws.

Section 2. Representatives shall be apportioned among the several States according to their respective numbers, counting the whole number of persons in each State, excluding Indians not taxed. But when the right to vote at any election for the choice of electors for President and Vice President of the United States, Representatives in Congress, the Executive and Judicial officers of a State, or the members of the Legislature thereof, is denied to any of the male inhabitants of such State, being twenty-one years of age, and citizens of the United States, or in any way abridged, except for participation in rebellion, or other crime, the basis of representation therein shall be reduced in the proportion which the number of such male citizens shall bear to the whole number of male citizens twenty-one years of age in such State.

Section 3. No person shall be a Senator or a Representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath as a member of Congress, or as an officer of the United States, or as a member of any State legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid or comfort to the enemies thereof. But Congress may by a vote of two-thirds of each House, remove such disability.

Section 4. The validity of the public debt of the United States, authorized by law, including debts incurred for payment of pensions and bounties for services in suppressing insurrection or rebellion, shall not be questioned. But neither the United States nor any State shall assume or pay any debt or obligation incurred in aid of insurrection or rebellion against the United States, or any claim for the loss or emancipation of any slave; but all such debts, obligations and claims shall be held illegal and void.

Section 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article. (Ratified July, 1818.)

Amendment XV

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation. (Ratified February, 1870.)

Amendment XVI

The Congress shall have power to lay and collect taxes on incomes, from whatever source derived, without apportionment among the several States, and without regard to any census or enumeration. (Ratified February, 1913.)

Amendment XVII

The Senate of the United States shall be composed of two Senators from each State, elected by the people thereof, for six years; and each Senator shall have one vote. The electors in each State shall have the qualifications requisite for electors of the most numerous branch of the State legislatures.

When vacancies happen in the representation of any State in the Senate, the executive authority of such State shall issue writs of election to fill such vacancies: Provided, That the legislature of any State may empower the executive thereof to make temporary appointments until the people fill the vacancies by election as the legislature may direct.

This amendment shall not be so construed as to affect the election or term of any Senator chosen before it becomes valid as part of the Constitution. (Ratified April, 1913.)

Amendment XVIII

[Section 1. After one year from the ratification of this article the manufacture, sale, or transportation of intoxicating liquors within, the importation thereof into, or the exportation thereof from the United States and all territory subject to the jurisdiction thereof for beverage purposes is hereby prohibited.

Section 2. The Congress and Several States shall have concurrent power to enforce this article by appropriate legislation.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress.] (Ratified January, 1919.)

Amendment XIX

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation. (Ratified August, 1920.)

Amendment XX

Section 1. The terms of the President and Vice President shall end at noon on the 20th day of January, and the terms of Senators and Representatives at noon on the 3d day of January, of the years in which such terms would have ended if this article had not been ratified; and the terms of their successors shall then begin.

Section 2. The Congress shall assemble at least once in every year, and such meeting shall begin at noon on the 3d day of January, unless they shall by law appoint a different day.

Section 3. If at the time fixed for the beginning of the term of the President, the President elect shall have died, the Vice President elect shall become President. If a President shall not have been chosen before the time fixed for the beginning of his term, or if the President elect shall have failed to qualify, then the Vice President elect shall act as President until a President shall have qualified; and the Congress may by law provide for the case wherein neither a President elect nor a Vice President elect shall have qualified, declaring who shall then act as President, or the manner in which one who is to act shall be selected, and such person shall act accordingly until a President or Vice President shall have qualified.

Section 4. The Congress may by law provide for the case of the death of any of the persons from whom the House of Representatives may choose a President whenever the right of choice shall have devolved upon them, and for the case of the death of any of the persons from whom the Senate may choose a Vice President whenever the right of choice shall have devolved upon them.

Section 5. Sections 1 and 2 shall take effect on the 15th day of October following the ratification of this article.

Section 6. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission. (Ratified January, 1933.)

Amendment XXI

Section 1. The eighteenth article of amendment to the Constitution of the United States is hereby repealed.

Section 2. The transportation or importation into any State, Territory, or possession of the United States for delivery or use therein of intoxicating liquors, in violation of the laws there of, is hereby prohibited.

Section 3. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several States, as provided in the Constitution, within seven years from the date of the submission hereof to the States by the Congress. (Ratified December, 1933.)

Amendment XXII

Section 1. No person shall be elected to the office of the President more than twice, and no person who has held the office of President, or acted as President, for more than two years of a term to which some other person was elected President shall be elected to the office of the President more than once. But this Article shall not apply to any person holding the office of President when this Article was proposed by the Congress, and shall not prevent any person who may the holding the office of President, or acting as President, during the term within which this Article becomes operative from holding the office of President or acting as President during the remainder of such term.

Section 2. This article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by the legislatures of three-fourths of the several States within seven years from the date of its submission to the States by the Congress. (Ratified February,1951.)

Amendment XXIII

Section 1. The District constituting the seat of Government of the United States shall appoint in such manner as the Congress may direct:

A number of electors of President and Vice President equal to the whole number of Senators and Representatives in Congress to which the District would be entitled if it were a State, but in no event more than the least populous State; they shall be in addition to those appointed by the States, but they shall be considered, for the purposes of the election of President and Vice President, to be electors appointed by a State; and they shall meet in the District and perform such duties as provided by the twelfth article of amendment.

Section 2. The Congress shall have power to enforce this article by appropriate legislation. (Ratified March,1961.)

Amendment XXIV

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice President, for electors for President or Vice President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation. (Ratified January,1964.)

Amendment XXV

Section 1. In case of removal of the President from office or of his death or resignation, the Vice President shall become President.

Section 2. Whenever there is a vacancy in the office of the Vice President, the President shall nominate a Vice President who shall take office upon confirmation by a majority vote of both Houses of Congress.

Section 3. Whenever the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that he is unable to discharge the powers and duties of his office, and until he transmits to them a written declaration to the contrary, such powers and duties shall be discharged by the Vice President as Acting President.

Section 4. Whenever the Vice President and a majority of either the principal officers of the executive departments or of such other body as Congress may by law provide, transmit to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office, the Vice President shall immediately assume the powers and duties of the office as Acting President.

Thereafter, when the President transmits to the President pro tempore of the Senate and the Speaker of the House of Representatives his written declaration that no inability exists, he shall resume the powers and duties of his office unless the Vice President and a majority of either the principal officers of the executive department or of such other body as Congress may by law provide, transmit within four days to the President pro tempore of the Senate and the Speaker of the House of Representatives their written declaration that the President is unable to discharge the powers and duties of his office. Thereupon Congress shall decide the issue, assembling within forty-eight hours for that purpose if not in session. If the Congress, within twenty-one days after receipt of the latter written declaration, or, if Congress is not in session, within twenty-one days after Congress is required to assemble, determines by two-thirds vote of both Houses that the President is unable to discharge the powers and duties of his office, the Vice President shall continue to discharge the same as Acting President; otherwise, the President shall resume the powers and duties of his office. (Ratified February, 1967.)

Amendment XXVI

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation. (Ratified July, 1971.)

III - Software Used in This Text

Title	Vendor	Computer	ISBN #
Across the U.S.A.	Stone and Associates	MS DOS	91-8173.02.7
Balance of Power	Mindscape	MS DOS	87-0857.45.2
Civil War Keywords	Focus Media	Apple	89-5258.74.9
Computers in Government	MECC	MS DOS	90-2330.01.2
Congress	Futurcomp (B5)	MS DOS	92-2521.60.3
Constitution and Government of the U.S.	Educational Activities	Apple	55-7371.54.6
Creating the U.S. Constitution	Educational Activities	Apple	55-7372.55.0
Decisions, Decisions: The Budget Process: A Question of Balance	Tom Snyder Productions	MS DOS	92-6891.59.6
Decisions, Decisions: Revolutionary Wars: Choosing Sides	Tom Snyder Productions	MS DOS	92-6891.53.7
Decisions, Decisions: Urbanization: The Growth of Cities	Tom Snyder Productions	MS DOS	92-6891.57.X
Government in the U.S.	Orange Cherry	MS DOS	89.5072.97.1
Industrialism in America: An Economic History	Focus Media	Apple	55-5142.17.5
Lincoln's Decisions	Educational Activities	MS DOS	89-5258.74.9
Map Skills	NYC Board of Education	MS DOS	88-3158.02.7
Revolutions: Past, Present and Future	Focus Media	Apple	55-5140.39.3
Scholastic PFS: U.S. History Database	Scholastic	MS DOS	59-0958.55.0
States and Traits	Designware	MS DOS	91-6281.66.3
Time Tunnel: Series 1 Early America	Focus Media	MS DOS	55-5141.04.7
Time Tunnel: Series 3 The Presidents	Focus Media	MS DOS	55-5141.08.X

IV - Software Duplication Guidelines

Like plays, novels, songs, textbooks, and all other published material, the programs and files on a published computer diskette are fully protected by the copyright laws of the United States. No diskette can legally be copied without the appropriate permission of the publisher. The position of the Division of Computer Information Services of the New York City Board of Education on diskette copying is the following:

1. Duplication of copyrighted software or documentation is prohibited.
2. Software publishers must be contacted to verify procedure for back-up multiple copies and licensing agreements.
3. A publisher's written permission is required to download or network programs to other microcomputers.
4. No student or Board of Education employee may use school computers to duplicate copyrighted software.
5. The use of illegally duplicated software, however obtained, is prohibited in all Board of Education facilities.
6. Simultaneous use of original software and/or its back-up is not permitted without the written permission of the publisher.

The copyright of the enclosed diskettes, however, belongs exclusively to the New York City Board of Education. Any New York City public school employee may make an unlimited number of copies of these diskettes for use in the New York City public schools, either in day or evening sessions, without obtaining further permission. For your convenience, and to enhance the educational value of these programs, it is strongly advised that you make at least one copy of each diskette for each computer in your computer lab to allow all of your students to work on the same program simultaneously.

The New York City Board of Education has computer diskettes under contract at this time. If you wish to purchase additional diskettes, the Division of Computer Information Services suggests that you contact:

Jordan Computer Enterprises Inc.
1436 Gordon Street
Allentown, Pa. 17102
contract number P27291
vendor number COM121

V - Copying Public Domain Diskettes - MS DOS

Diskcopy with One Disk Drive

To make a copy of a software diskette on an IBM PC, PCjr, or IBM compatible computer with a single disk drive, follow these steps:

1. Before you start, be sure that the diskette you wish to copy is write-protected. Write protecting a diskette will prevent you from accidentally erasing or overwriting any of its programs or files. You can write-protect a diskette by placing a small piece of tape over the write-protect notch on its left side.

2. Insert the IBM DOS diskette into the disk drive, turn the computer and the monitor on, wait for the DOS to boot up, then enter the date and time. The last line on the screen will be A>.

3. Type Diskcopy, then press ENTER. The screen will display the message,

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   The SOURCE diskette is the diskette you want to copy. Remove the DOS diskette from the disk drive and insert the Source diskette. Press ENTER.

4. The screen will display a Copying . . . message, then the following instructions:

   ```
   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .
   ```

   The TARGET diskette is the diskette you want to copy to. Remove the source diskette from the disk drive and insert the Target diskette.

   (NOTE: It is not necessary to format a new diskette before using it as the target diskette. Diskcopy will format automatically before copying.)

   Press ENTER.

5. If your target diskette has not been formatted before, the screen will display a Formatting . . . message before it copies. After it has formatted and copied, it will repeat the message it gave you in step 4:

   ```
   Insert SOURCE Diskette in Drive A :
   Press any key when ready . . .
   ```

   Remove the target diskette from the disk drive and insert the source diskette again. Press ENTER.

6. After another Copying . . . message, the screen will repeat the message from step 5:

   ```
   Insert TARGET Diskette in Drive A :
   Press any key when ready . . .
   ```

Again, remove the source diskette from the disk drive and insert the target diskette. Press ENTER.

7. This is the last stage of the procedure. When the screen displays the message

```
Copy another diskette (Y/N)?
```

   the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y. The screen will repeat the message

```
Insert SOURCE Diskette in Drive A :
Press any key when ready . . .
```

   You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City public schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

Diskcopy with Two Disk Drives

Copying on an IBM PC or IBM-compatible computer with two disk drives is an even easier procedure, because it doesn't require alternately removing and inserting the source and target diskettes. Follow the directions for steps 1 and 2 for a computer with one disk drive, then type in Diskcopy A: B: at step 3 and press ENTER. The screen will display this message:

```
Insert SOURCE Diskette in Drive A :
Insert TARGET Diskette in Drive B :
Press any key when ready . . .
```

Remove the DOS diskette, insert the source and target diskettes into the proper disk drives and press any key on the typewriter keyboard. The screen will display a Copying . . . message while it copies the source diskette and a formatting . . . message if the target diskette hasn't already been formatted. When the screen displays the message

```
Copy another diskette (Y/N)?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette. If you want to make another copy of the source diskette, type in Y and repeat the procedure.

VI - Copying Public Domain Diskettes - Apple II

To make a copy of your software diskette, follow these steps:

1. Before proceeding, be sure that the diskette you wish to copy is write protected. Write protecting your diskette will prevent you from accidentally erasing or overwriting any of its programs or files during this or any other use of the diskette. You can write protect a diskette by placing a small piece of tape over the write protect notch on the diskette's left side.

2. Insert the DOS 3.3 System Master diskette into drive 1 and turn the computer and the monitor on. When the Applesoft prompt and cursor appear appear type in RUNCOPYA and press RETURN.

3. The screen will display the message

   ```
   APPLE DISKETTE DUPLICATION PROGRAM
   ORIGINAL SLOT:   DEFAULT = 6
   ```

   Press RETURN.

4. The screen will display

   ```
   ORIGINAL SLOT: 6
           DRIVE:    DEFAULT = 1
   ```

   Again, press RETURN.

5. The screen will display

   ```
          DRIVE: 1
   ```

   and add a new message:

   ```
   DUPLICATE SLOT:  DEFAULT = 6
   ```

   Press RETURN.

6. The screen will display

   ```
   DUPLICATE SLOT: 6
   ```

   and ask one last question:

   ```
          DRIVE:    DEFAULT = 2
   ```

   If you are using an Apple II Plus or IIe with one disk drive, change the number 2 to 1 and press RETURN. If your machine has two disk drives, simply press RETURN. The screen will display

   ```
   -- Press 'RETURN' key to Begin Copy --
   ```

7A. If you are using a computer with two disk drives, the screen will give you no further instructions. Remove the DOS 3.3 System Master diskette and insert the source diskette into drive 1. (The source diskette is the diskette you want to copy.) Insert the target diskette into drive 2.

(NOTE: It is not necessary to format a new diskette before using it as the target diskette. The Apple II Plus or IIe will format it automatically before copying onto it.)

Press RETURN. Reading and Writing messages will appear alternately as the computer reads the source diskette and writes onto the target diskette. If the target diskette has not been formatted before, the screen will also display Formatting.

7B. If you are using a computer with a single disk drive, press the RETURN key. You will have to alternately insert and remove both the source diskette and the target diskette during the copying procedure. The screen will tell you what to do at the proper times. Follow its instructions carefully. When you insert the target diskette for the first time, the screen will display the word Initializing while it proceeds.

When the screen displays the message

```
DO YOU WISH TO MAKE ANOTHER COPY?
```

the procedure is over; the target diskette has been made into a duplicate of the source diskette.

8. If you want to make another copy of the source diskette, type in Y and press RETURN. The screen will repeat the message

```
-- Press 'RETURN' key to Begin Copy --
```

You can repeat this procedure as many times as necessary and make as many copies of your original diskettes as you need for use in the New York City Public Schools. When you no longer wish to make additional copies, press N and remove the source diskette from drive A.

VII - Caring For Your Diskettes

Your computer diskettes will provide years of dependable service if you and your students handle them properly by following a few simple procedures.

1. Never handle a diskette unnecessarily. When it is necessary to touch a diskette, hold it by the corner near the label, and touch as little of its surface as possible. Under no circumstances should you ever touch the interior magnetic recording surface, either through the center of the diskette or any other opening in the diskette cover.

2. Never bend or fold a diskette.

3. Whenever possible, write out the diskette label before affixing it to the diskette. If it is necessary to write on the label after it has been affixed to the diskette, always use a felt tipped pen or marker. Never write on the diskette with a pencil or ball point pen.

4. Never attach anything to a diskette with a paper clip of any kind.

5. When a diskette is not in use, always return it to its paper envelope. store it in a cool, safe place, away from direct sunlight, excessive heat, moisture, dust, and dirt of any kind.

6. Computer diskettes are magnetic, and any contact with other sources of magnetism can destroy the programs and files that are stored on them. Keep your diskettes away from magnets of any kind, no matter how harmless they seem to be. Magnetic desktop paper clip holders (a principal source of trouble because they aren't obvious), magnetic children's toys and so forth can damage your diskettes.

   In addition, many common electric and electronic appliances are sources of magnetism. Televisions, radios, electric lights, and even the screen of your computer monitor produce minute amounts of magnetism which can cause diskette damage. Store your diskettes away from these devices when they are not in use, and do not allow your diskettes to come into contact with them when you are using them.

7. Never attempt to clean a diskette with cloth or fluid.

8. Always write protect your important diskettes by covering the notch in the left side with tape. This will keep you from accidentally erasing or overwriting an existing program or file.

9. Finally, accidents that ruin or erase diskettes are bound to happen. Learn how to use the diskcopy and copy commands on your DOS, and, as a precaution, always make back-up copies of any diskettes you would find difficult or impossible to replace.

VIII - For More Help ...

The Division of Computer Information Services maintains a Technical Assistance Center (TAC) in each of the five boroughs. These centers are equipped with a wide variety of computers, software, and, most important, experienced advisors to help you use the computers in your school more effectively and to answer any questions about computer education you may have. All New York City Public School teachers are welcome to make use of TAC facilities, either by telephone or in person, at any time during the year. TACs are normally open from 9 A.M. to 5 P.M. during the school year and through all school vacations, including the summer, but daily hours can vary. Call first.

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Questionnaire - Computers in the American History Classroom

This is an experimental guide for staff development in computer education. It is a pioneering effort to standardize computer instruction on a citywide basis. Your suggestions for improvement are most welcome.

1. How many classes in your school use tool software?____________________

2. What grade levels do the participants in this course teach?____________

3. Is the format of the guide useful?________________________________

4. Is the guide well organized?____________________________________

5. Are the goals of the guide clearly stated?___________________________

6. Are the activities appropriate for the intended participants?__________

7. Is there sufficient emphasis on enduring computer concepts, such as good documentation, modular design, problem-solving skills, and so forth?

8. Did the learning activities enable participants to achieve the performance objectives?____________________________________

9. What changes (if any) would you make in the activities presented in the guide?____

10. What additions would you make to the scope of the course content?

11. What topics in the course of study would you delete or change?

12. Was the interest level high among the participants?

13. What changes in sequence would you recommend?____________________

____

14. What difficulty (if any) did you encounter in implementing this guide?

____

____

15. What do you consider to be the overall strengths of the guide?
(If any)

____

____

16. What do you consider to be the overall weaknesses of the guide?
(If any)

____

____

17. What changes would you suggest to improve the quality of the guide?
(If any)

____

____

18. Please make any additional comments you feel are appropriate.__________

____

____

____

Return to: Mr. Stephen Radin
Citywide Curriculum Administrator
Division of Computer Information Services
485 Clawson St., Suite 335
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